



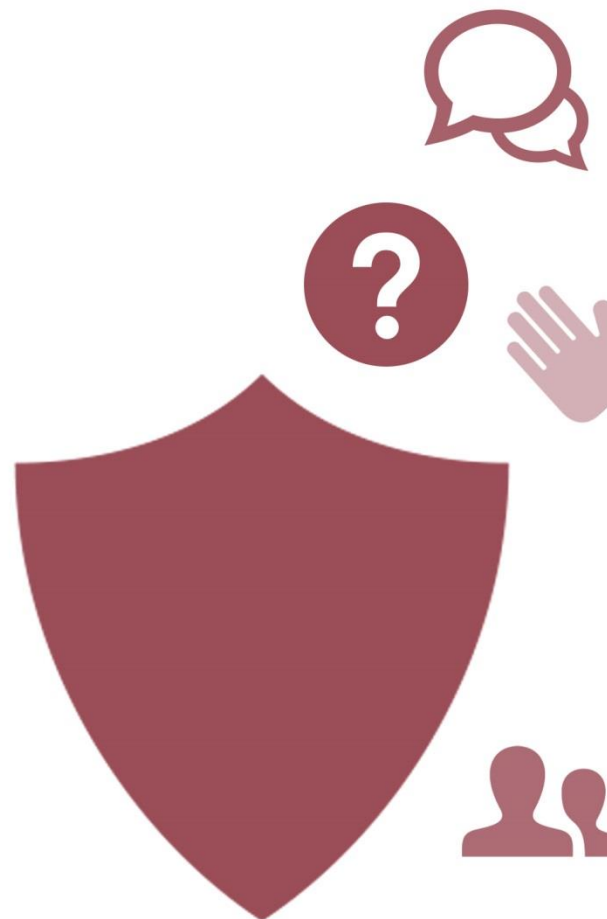
YSGOL GYMUNEDOL  
**CWMTAWE**  
COMMUNITY SCHOOL

# NON-EXAMINATION POLICY

DATE OF POLICY: MARCH 2024

HEADTEACHER / HEAD OF CENTRE: Mr. C. L. Hitchings

EXAMINATIONS OFFICER: Mrs. C. Parkhouse



## 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
- 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.
- Ensure the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks.
- Ensure any allegations of malpractice are dealt with in accordance with JCQ Suspected Malpractice in Examinations and Assessments.

### 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.
- At the start of the academic year, coordinate with Heads of Department to schedule non-exam assessments.
- In collaboration with Subject Leaders, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with Subject Leaders, dispatch students' assessments for moderation.
- In collaboration with Subject Leaders, 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 teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- Set appropriate deadlines to allow candidates the opportunity to request a review of the centres mark and the fulfilment of the process before the awarding body's deadline of submission of marks.
- 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.

#### ALNCo

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- The ALNCo must ensure that all relevant staff are aware of any access arrangements which need to be applied for non-examination assessments.
- In collaboration with the Examinations Officer, co-ordinate requests for special access arrangements.

#### Subject Teachers

- 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.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the relevant specifications allow.
- To be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- If teachers are concerned that malpractice may have occurred, or are unable to authenticate the work for any other reason, they must inform a member of the Senior Leadership Team.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the Subject Leader, submit marks to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers should 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 Additional Learning Needs Coordinator (ALNCo) 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 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 and 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. Where work is stored in hard copy format, secure storage is defined as a securely locked cabinet or cupboard. Where candidates are producing artefacts (e.g. Art & Design) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next. Where work is stored electronically, it is necessary to restrict access to this material and to utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective back-up strategy must be employed so that an up-to-date archive of candidates' evidence is maintained.

### 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, keep candidates' work and if applicable, a copy of the attendance register 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)

The school is committed to ensuring that whenever 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. The school 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. The school 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.<sup>1</sup>
2. The school 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. The school will, having received a request for copies of materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.
4. Candidates have five working days, to allow them to review copies of materials and reach a decision on whether to request a review of the centre's marking.
5. Candidates (or their representative) should outline their concern in writing to the Examinations Officer, stating the details of the complaint and reason for appeal.
6. The written appeal should reach the Examinations Officer a minimum of ten working days prior to the deadline of submission of marks.
7. The school will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.
8. The reviewer will ensure that the candidate's mark is consistent with the standard set by the centre.
9. The reviewer will inform the candidate 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.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

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<sup>1</sup> These materials could include a copy of their marked work, the relevant specification and associated subject-specific documents.

## 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.

## Removal from secure storage

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.

## Conflict of Interest

Every effort must be made to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate. For example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter). It is the responsibility of teaching staff to report such relationships to the Examination Officer or Head of Centre. Where this cannot be avoided, the Examination Officer must declare the possible conflict of interest to the relevant awarding body and submit the marked work for moderation whether or not it is part of the moderation sample.

## Malpractice

Teaching staff involved in the direct supervision of candidates producing work for assessment must be aware of the potential for malpractice. To prevent candidate and centre malpractice.

Candidates must not:

- submit work which is not their own;
- make available their work to other candidates through any medium;
- 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.

Candidates are not prohibited from lending books or other resources to one another provided these are not used as part of their own independently sourced material. Candidates must not publicise their work, e.g. by posting it on social media.

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations;
- escalate and report any alleged, suspected or actual incidents of malpractice to the Senior Leadership Team or directly to the awarding body.