



# **Northampton School** *for Boys*

# **Non-Examination Assessment Policy**

**Approved by:**            **Governors' Curriculum Committee**  
**Date:**                    **October 2022**  
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## **Non Examination Assessments (GCE and GCSE) Policy**

This policy relates to the reformed GCE and GCSE qualifications which contain one or more components of non-examination assessment (NEA).

Any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. It also refers to externally marked and/or externally set practical examinations taken at different times across centres.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are

- Task setting
- Task taking
- Task marking

Task setting – teachers can choose from the range of tasks set by awarding bodies, some of which can be contextualised to suit local circumstances. Arrangements will differ by subject, with some subjects allowing centres to set tasks whilst other subjects will be required to use the task precisely as supplied by the Awarding Body. In a limited number of subjects, students will be able to select their own tasks.

Task taking – depending on the level of supervision defined within the subject specification, NEA may take place

- In a normal timetabled lesson or other defined session under formal supervised conditions, possibly with controlled access to resources
- Outside the centre and involve research with limited supervision. Details on the level of supervision can be found within the relevant Awarding Body’s specification for each subject

Task marking

- Externally assessed components may have a visiting examiner, or require candidates’ work to be despatched to an examiner. Arrangements will be defined within the subject specification
- Internally assessed components must be assessed against the marking criteria detailed in the relevant specification and associated subject-specific documents. Marks are moderated by the awarding bodies

Before the deadline for the submission of marks to the examination board, the school will:

- Inform students of their centre assessed mark, making it clear that any centre assessed marks are subject to change through the moderation process
- Inform candidates of the opportunity and process for requesting a review of marking
- Provide the necessary resources/personnel to allow the review of marking to be carried out. (See the school’s Internal Appeals procedure for centre assessed marks)

It is essential that NEA processes are managed correctly and all members of staff must be aware of their specific responsibilities.

## 1. **Responsibilities of Senior Leadership Team**

1.1 The member of Senior Staff with responsibility for examinations is responsible for managing the whole school NEA schedule and the resources required to ensure the safe and secure conduct of NEA that complies with JCQ guidelines and awarding bodies' subject-specific instructions

1.2 The member of Senior Staff with responsibility for examinations will liaise with Curriculum Team Leaders prior to the start of the academic year to schedule NEA deadlines and resolve clashes or problems over proposed timings or the need for particular facilities

1.3 The member of Senior Staff with responsibility for examinations will ensure that all staff involved have a calendar of events

1.4 The member of Senior Staff with responsibility for examinations will update the school's Internal Appeals procedure for centre assessed marks when required

## 2. **Responsibilities of Curriculum Team Leaders**

2.1 Standardise internally the marking of all teachers involved in assessing an internally assessed component

2.2. Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment

2.3 Ensure that the NEA task details from the examination board are obtained in sufficient time to prepare for the assessments. All such materials must be stored securely at all times. Where appropriate, develop new assessment tasks or adapt sample Awarding Body assessment tasks to meet local circumstances, in line with the Awarding Body's specification and control requirements

2.4 Ensure that all staff are aware of the required conditions and supervision arrangements for the task, as specified in the examination board's subject specific guidance

2.5 Liaise with the SENDCO for any assistance required for the administration and management of access arrangements

2.6 Ensure that arrangements are made for candidates' work to be stored securely and that all members of staff understand the arrangements. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet. Where there is a practical need, secure storage may be defined as classrooms being locked from the end of one session to the start of the next

2.7 Curriculum Team Leaders must liaise with teaching staff to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed assessment within a reasonable time period (this is only relevant for NEA that must be completed under formal supervision)

## 3. **Responsibilities of all Teaching Staff**

3.1 Staff must understand and comply with the general guidelines detailed within the JCQ publication *Instructions for undertaking Non Examination Assessments*

3.2 Obtain confidential material/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

3.3 Supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows

3.4 Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment

3.5 Mark internally assessed components using the mark scheme provided by the Awarding Body

3.6 Retain candidates' work securely between assessment sessions (if more than one) and prior to dispatch (where necessary) to Awarding Body assessors or moderators

#### **4. Responsibilities of the Exams Office Staff**

4.1 Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format

4.2 In exceptional circumstances where controlled assessments or non-examined assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments or non-examined assessments can be carried out at the direction of the member of Senior Staff with responsibility for examinations

#### **5. Responsibilities of SENDCO**

5.1 Ensure access arrangements have been applied for

5.2 Work with teaching staff to ensure requirements for support staff are met

#### **6. Practical Skills Endorsement for the A Level Sciences**

The assessment of practical skills is a compulsory requirement for the new A Level qualifications in Biology, Chemistry and Physics. Below are the responsibilities in relation to this endorsement.

##### **6.1 Responsibility of 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 prescribed practical activities

##### **6.2 Responsibilities of Curriculum Team Leader**

6.2.1 Confirms understanding of the Practical Skills Endorsement for the A Level Sciences and ensures that a response is provided to JCQ indicating which Awarding Body the centre intends to use

6.2.2 Disseminates information to subject teachers regarding record keeping and assessment such that the standards can be applied appropriately

6.2.3 Arranges for candidates to be assessed using Common Practical Assessment Criteria (CPAC) and follows the Awarding Body's instructions for the submission of candidates Pass or Not Classified assessment outcome.

## **7. Spoken Language Endorsement for GCSE English Language**

### **7.1. Responsibility of 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

### **7.2 Responsibilities of Curriculum Team Leader**

7.2.1 Confirms understanding of the Spoken Language Endorsement for GCSE English Language and ensures the required task setting and task taking instructions are followed by subject teachers.

7.2.2 Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria.

7.2.3 Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.

### **7.3 Responsibilities of Subject teacher**

7.3.1 Ensures all the requirements in relation to the endorsement are known and understood.

7.3.2 Follows the required task setting and task taking instructions.

7.3.3 Assesses candidates, either live or from recordings, using the common assessment criteria.

7.3.4 Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.

7.3.5 Follows the Awarding Body's instructions for the submission of grades and the storage and submission of recordings

## **8. Management of potential risks and issues**

JCQ requires the school to undertake a risk management process relating to the implementation of Non Examination Assessments for GCSEs. The document in Appendix A is the outcome of the school's risk management in this regard.

## **ADDENDUM**

This policy is written from the assumption that GCSE Controlled Assessments, GCE Coursework, GCE and GCSE non-examined assessment, and Project qualifications will be submitted to Awarding Bodies in line with their published deadlines for such submissions.

It does not outline specific procedures which may be imposed by JCQ, Ofqual or individual awarding bodies in times of national emergencies (including the closure of Schools) such as the COVID-19 Pandemic when schools will be expected to respond to nationally coordinated policies, procedures and guidelines. In these circumstances the contents of such publications must be considered by the School. This includes subject-specific changes to specifications, the removal of such assessment (in part or wholly) from the Award, or alterations to the regulations concerning submissions.

**Appendix A**

**Risk management process for NEA (GCSE)**

Risk & issues	Possible remedial action		Staff responsible for forward planning &/or action
<b>Subject: Design Technology (Coursework)</b>	Forward planning	Action	
<b>Timetabling</b>			
Schedule for coursework clashes with other activities	Plan well ahead (e.g. at the start of the academic year)	Plan dates in consultation with the school calendar – negotiate with other parties	CTL, LLs, LCs SLT(calendar), The member of Senior Staff with responsibility for examinations
<b>Marking</b>			
Teachers interpret marking descriptors incorrectly	Ensure appropriate training and practising of marking Plan for sample of marking during the practise phase	Arrange for re-marking Consult the specification for appropriate procedures	CTL, Class teachers, SLT link
Standardisation activity is not run as required by the examination board(s)	Plan against the examination boards' requirements for standardisation, i.e. when and how this activity must be conducted	Check with the examination boards whether a later standardisation event can be arranged	CTL, SLT link

<b>Risk &amp; issues</b>	<b>Possible remedial action</b>		<b>Staff responsible for forward planning &amp;/or action</b>
<b>Subject: English SLE</b>	<b>Forward planning</b>	<b>Action</b>	
<b>Timetabling</b>			
Optimum window for SLEs to ensure that Year 11 preparation is not disrupted / Year 11 benefit from SLE work	Plan SLE window well in advance in light of Scheme of Work for GCSE course	Ensure that SLEs are prepared & completed following Year 10 End of Year exams. In the event of absence, plan catch up sessions for the week before Christmas of Year 11 and also for the week before Easter of Year 11	CTL
<b>SEND</b>			
The nature of the presentation task may be a challenge for students with certain needs	Assess students to enable suitable provision to be made in order that they can complete the work	Use examination board guidelines for SEND students which allow wide ranging measures to be applied	CTL, SENCO
<b>Inappropriate material chosen</b>			
In inappropriate content is chosen by students this may contravene JCQ malpractice procedures	Ensure that students are well aware of JCQ Malpractice rules throughout preparation of presentation	Class teachers to submit proposed content for approval	CTL, Class Teachers
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Make arrangements for internal standardisation of assessments. This should take place as far as possible before assessment begins in earnest. Internal standardisation should include a variety of exemplar SLEs, where possible using materials distributed by the Awarding Body	Include a preliminary trial assessment session for all teachers involved using exemplar material from examination board to ensure common understanding of assessment criteria	CTL, Class Teachers
<b>Data Protection</b>			
Recordings of SLE is required to be submitted on CD and unless the data is encrypted the school will contravene the GDPR	Ensure everything is recorded so that no further data is required to be sent to the examination board and establish how to protect the data	Make arrangements to encrypt the CD and notify the examination board how to access the encryption code once the CD has been received	CTL, IT Support, Examinations Office SLT (GDPR)

Risk & issues	Possible remedial action		Staff responsible for forward planning &/or action
<b>Subject: Expressive Arts (Art, Dance, Drama, Music, Photography)</b>	<b>Forward planning</b>	<b>Action</b>	
<b>Timetabling - all</b>			
Schedule for NEAs clashes with other activities	Plan well ahead (e.g. at the start of the academic year)	Plan dates in consultation with the school calendar – negotiate with other parties	CTL, LLs, LCs SLT(calendar), The member of Senior Staff with responsibility for examinations
<b>Marking - all</b>			
Where there is more than one member of staff responsible for teaching the subject, teachers interpret marking descriptors incorrectly	Ensure appropriate training and practising of marking Plan for sample of marking during the practise phase	Arrange for re-marking Consult the specification for appropriate procedures	CTL, LLs, LCs, Class teachers, SLT link
Standardisation activity is not run as required by the examination board(s)	Plan against the examination boards' requirements for standardisation, i.e. when and how this activity must be conducted	Check with the examination boards whether a later standardisation event can be arranged	CTL, LLs, LCs, SLT link
	Plan for individuals to attend training for <b>all</b> new specifications well ahead of first submissions of NEAs	Check with examination boards for available training dates. Ensure that where one individual attends on behalf of others, all relevant staff are then trained prior to standardisation.	CTL, SLT link
Dance: performance & choreography Drama: devising drama & texts in context, Music: performance			
<b>Data Protection</b>			
Performances are audio visually recorded and students identified by name which should be protected under the GDPR	Consult with the examination board regarding protection of material to be sent to examiner/moderator	Ensure that material is appropriately protected before despatch	CTL, IT support, SLT GDPR, Examinations office



<b>Risk &amp; issues</b>	<b>Possible remedial action</b>		<b>Staff responsible for forward planning &amp;/or action</b>
<b>Subject: Geography Field Work requirement</b>	<b>Forward planning</b>	<b>Action</b>	
<b>Coastal research</b>			
Students' safety at risk in inappropriate locations	Investigate possible Coastal Assessment Centres own risk assessments	Book most appropriate Centre well in advance to ensure places	CTL
Dangers of coastal activities	Analyse required activities to establish risks	Send out clear rules to parents and students and discuss with students ahead of residential	CTL
		Agree with Centre that students will ALWAYS work in groups with an Instructor	CTL
Inappropriate behaviour in residential setting	Prepare room allocations by matching students	Clear boundaries set using Centre's polices sent to students and parents ahead of residential.	CTL
		Staff on duty during non-activity periods	CTL
<b>Urban Research</b>			
Remote supervision required due to nature of tasks required by the specification	Analyse required activities to establish risks	<ul style="list-style-type: none"> <li>• Allocate students to groups to enable remote supervision. Where remote supervision is not an option, a teacher will be placed with a group.</li> <li>• Emergency contact number for staff given to students and meeting points identified. Ensure that one member of staff is always at a stationary point for contact.</li> <li>• Students coached in how to communicate with members of the public and how to react to possible responses from the public.</li> </ul>	CTL  CTL  CTL
<b>SEND</b>			
All students are required to work outside of the school environment to complete the field work and this may be a challenge to some students with particular needs.	Assess students to enable suitable provision to be made in order that they can complete the work.	Use specification guide to adapt urban and costal activities.	CTL, SENCO
<b>Timetabling</b>			
Students and staff required to be away from school which may clash with other activities	Plan field study dates well ahead	Plan dates in consultation with school Calendar –negotiate with other parties	CTL, SLT (calendar / examinations)

Risk & issues	Possible remedial action		Staff responsible for forward planning &/or action
<b>Subject: Physical Education (practical performance &amp; analysis /evaluation of a performance)</b>	<b>Forward planning</b>	<b>Action</b>	
<b>Timetabling</b>			
It is the responsibility of the school to organise a moderation visit for the practical performance element which might clash with other activities including sports fixtures	Plan well ahead (e.g. at the start of the academic year)	Plan dates in consultation with the school calendar – negotiate with other parties	CTL, Director of Sport, SLT (calendar)
<b>Plagiarism</b>			
Students do not have to be supervised at all times when completing the analysis/evaluation element. Work can be done outside school without direct supervision. It is possible for students to contravene the JCQ regulations on malpractice	Plan ahead for lesson time to complete analysis/evaluation element  Ensure JCQ regulations on plagiarism are discussed throughout the course	Monitor work during lessons in order to be able to authenticate the element	CTL, Class teachers
Students are not required to submit video evidence to support their analysis/evaluation element which could be an obstacle for authentication	Plan ways of minimising difficulties in authenticating the analysis/evaluation element	Encourage students to use themselves as subjects which will then be able to cross-checked against the performance element of the specification Where this is not possible, use video of school event	CTL, Class teachers
<b>Marking</b>			
Teachers interpret marking descriptors incorrectly	Ensure appropriate training and practising of marking Plan for sample of marking during the practise phase	Arrange for re-marking  Consult the specification for appropriate procedures	CTL, Class teachers, SLT link
Standardisation activity is not run as required by the examination board(s)	Plan against the Examination Boards' requirements for standardisation, i.e. when and how this activity must be conducted	Check with the examination boards whether a later standardisation event can be arranged	CTL, SLT link
<b>Data Protection</b>			
Video evidence needs to be sent to the examination board of the moderation day for the performance element which should be protected under the GDPR	Consult with the examination board regarding protection of material to be sent to the examination board	Ensure that material is appropriately protected before despatch	CTL, IT support, SLT (GDPR), Examinations office