

Burton PRU - Non-Examination Assessment Policy (NEAs)

School Aims

- To strive for the highest standards in all that we do
- To recognise and reward achievement, commitment and success
- To provide access for all to a broad, balanced and relevant curriculum
- To value and respect each other as individuals
- To encourage all to be responsible members of the community

Rationale

Burton PRU provides its students with the opportunity to take a wide range of qualifications which require various different forms of assessment. These include non-examination assessments (NEAs).

Non-Examination assessment are forms of internal assessment which measure subject specific knowledge and skills which cannot be tested by timed written papers. Control levels are set for each stage of the assessment process: task setting; task taking and task marking.

Depending on the level of control defined within the specification, non-examination assessments may take place for in a normal timetabled lesson or within the centre under supervision with controlled access to resources.

Non-examination assessment may take place at any time during the course. However, tasks issued to candidates must be appropriate to the year in which the assessment will be submitted to the awarding body.

A separate policy is available covering Controlled Assessment within the centre.

Objectives

This policy aims to ensure that:

- Statutory regulations relating to non-examination assessments are met.
- Procedures are in place to ensure that and non-examination assessments are managed consistently, efficiently and effectively throughout the school.
- Responsibility and accountability for the various tasks associated with the above are clearly defined.
- Colleagues have clear guidelines on how to manage various issues and difficulties that may arise during the controlled assessment or non-examination assessment process.

Strategies for Implementation

In order to meet these objectives, members of staff will be responsible for the following aspects of management and organisation.

Senior leadership team

- Accountable for the safe and secure conduct of non-examination assessments.
- Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with subject lead to identify and schedule non-examination assessments.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of non-examination assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff, parents and students involved have a calendar of events
- Create, publish and update an internal appeals policy for non-examination assessments.

Lead Teachers

- Be familiar with JCQ instructions for conducting non-examination assessments and the detailed requirements of the relevant awarding body specification(s) for their subject, and ensuring that these are implemented.
- In discussion with SLT line manager, decide on the awarding body and specification for a particular GCSE.
- Ensure that Non-examination assessment tasks issued to candidates are appropriate to the year in which assessment will be submitted to the awarding body.
- Ensure that non-examination assessment tasks set by the centre are consistent with the assessment criteria detailed in the specification and that they are accessible to candidates.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component and ensure that records of this process are kept.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure that an appropriate colleague attends relevant meetings or training, especially when facilitated by the awarding body.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure that confidential materials/tasks set by awarding bodies are obtained in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supply to the exams office details of all unit codes for non-examination assessments.
- Supply to the exams office any mark sheets for completed non-examination assessments.
- Liaise with the ICT technical team to ensure that any ICT requirements are in place and have been tested before non-examination assessments take place.
- Ensure that internal curriculum area deadlines for non-examination assessments are clear and are shared with all relevant staff, students and, where appropriate, their parents/carers.
- Ensure that assessment materials and candidates' work are kept in secure conditions at all times. In the case of work stored electronically, this will include protection from corruption. (If work is stored on memory sticks, these should be backed up and locked away after each session.)
- Ensure that informed consent of parents/carers has been obtained if photographs/images of candidates or other students are submitted.
- Maintain records of all non-examination assessment sessions within the curriculum area.

- Organise in liaison with the exams officers, the submission of candidates' work for moderation, keeping a record of the names and examination numbers of those candidates whose work is included in the moderation sample.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publications Instructions for conducting controlled assessments and Instructions for conducting non-examination assessments.
- Ensure that students are aware of the non-examination assessment task requirements and know the assessment criteria they are expected to meet.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body and take part in standardisation activities as required by the Learning Leader.
- Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Check that candidates using electronic storage facilities only introduce permitted material into the assessment environment.
- Complete an attendance list for each non-examination assessment session, indicating date, time, duration, supervision arrangements and details of any incidents.
- 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 appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Be familiar with JCQ instructions for conducting controlled assessments and non-examination assessments.
- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in digital, CD or hard copy format.
- Ensure that candidates' work is stored in secure conditions when necessary.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Organise in liaison with the relevant learning leaders, the submission of candidates' work for moderation, keeping a record of the names and examination numbers of those candidates whose work is included in the moderation sample.
- Liaise with the SENCO to ensure the completion of the relevant JCQ forms for access arrangements and other concessions.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Ensure that exams office staff and teaching staff are informed of candidates with particular needs/access arrangements at the start of an examined course, or as soon as possible thereafter, so that appropriate arrangements can be made in lessons.
- Advise on the implementation of access arrangements when required.
- Liaise with the exams officers to ensure the completion of the relevant JCQ forms.

Network Manager and IT Technical Team

- Ensure PCs and laptops meet the guidelines set out by JCQ.
- Provide technical assistance when required.

Internal Appeals Procedure

- If a student or their parent/carer is dissatisfied with the mark awarded for a controlled assessment or non-examination assignment, the parent/carer must notify the Headteacher in writing within 5 school days of the mark being received by the student.
- The Headteacher will then arrange for an internal re-mark of that piece of work and the result of the re-mark will be communicated to the parent/carer within 10 school days.
- The Executive Head Teacher's decision will be final.

A risk assessment chart to show how various issues for non-examination assessments should be managed is attached as an appendix to this policy.

Other relevant Policies

This Policy should be used with reference to one or more of the following policies:

- Controlled Assessment Policy
- Internal Appeals Policy

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Next review: October 2019