



**NON-EXAMINED /
CONTROLLED
ASSESSMENT POLICY**

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Member of staff responsible:	Mr D L Davies (Assistant Headteacher)

Definition

Non-examined assessment is a form of internal assessment which replaces coursework coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

Non-examined assessment applies control over internal assessment at three points: task setting; task taking; and task marking. Three levels of control apply - high, medium and low.

Responsibilities

Head Teacher of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examined assessment.
- Responsibilities to relevant GCSE awarding bodies to ensure that all non-examined assessments are conducted according to qualification specifications.

Assistant Headteacher (Assessment, Recording and Reporting):

- In collaboration with Leaders of Learning, Exams Officer and ALNCO, produce an agreed calendar of non-examined assessments and circulate to all staff to avoid clashes with school trips or other activities.

Examinations Officer:

- To be familiar with JCQ instructions for conducting controlled assessments and other related JCQ documents.
- To be familiar with general instructions relating to controlled assessment from each relevant awarding body.
- In collaboration with Leaders of Learning/teachers in charge of subjects, to submit controlled assessment marks to the relevant awarding body at the appropriate time.
- In collaboration with Leaders of Learning /teachers in charge of subject to, dispatch students' assessments for moderation.
- In collaboration with Leaders of Learning/teachers in charge of subject, to make appropriate arrangements for the security of non-examined assessment materials.
- In collaboration with Leaders of Learning/teachers in charge of subject, to

apply for special consideration for students who have experienced long absences.

- In the event of suspected malpractice, to inform the appropriate exam board.
- In the event that a student's work is lost within the school, to report it to the appropriate exam board.

Curriculum Leaders of Learning (LOL):

- To be familiar with JCQ instructions for conducting non-examined assessment.
- To understand and comply with specific instructions relating to controlled assessment for the relevant awarding body.
- To obtain the non-examined assessment from the relevant exam board.
- To plan for methods of recording ongoing student progress.
- To plan and choose the most appropriate time for the non-examined assessments to take place and inform the Assistant Headteacher, Exams Officer and ALNCO, taking into account the accommodation and resources required.
- To notify the Exams Officer when High level non examined assessments are taking place.
- To ensure that where work is assessed by the teacher and externally moderated by the exam board, standardisation takes place if more than one teacher is involved in the assessing.
- To ensure that Authentication forms are signed by the teachers and students.
- In collaboration with the Exams Officer, make appropriate arrangements for the security of controlled assessment materials.
- To ensure that all assessment materials are secured in suitable secure cabinet/storage facility at the end of each session.
- To collaborate where appropriate, with IT Support to create separate user accounts for exam use which must be used for high control level work.
- To ensure and monitor that pupils have no access to internet or e-mail and during controlled sessions and that if work is saved on memory sticks after separate sessions these are securely locked away;
- To ensure that students' work is securely stored until all results have been verified.
- In collaboration with the ALNCO and Exams Officer, to ensure that special access arrangements are adhered to.
- In the event of a student absence, to ensure they are given the opportunity to make up the time if necessary.
- In collaboration with the Exams Officer, to apply for special consideration for students who have experienced long absences.
- In the event of suspected malpractice, to inform the Exams Officer and Assistant Head so that the relevant examination board may be informed.
- In the event that a student's work is lost within the school, to inform the Exams Officer and Assistant Headteacher so that this must be reported to the appropriate exam board.

ALNCO

- To be familiar with JCQ instructions for conducting controlled assessment with reference to special access arrangements.
- To be aware of the level of control permitted (high, medium or low) as this will determine the level of permitted supervision.
- Coordinate requests for special access arrangements.

Subject Teachers

- To undertake non-examined assessments in accordance with the specific instructions from the relevant awarding body.
- To undertake appropriate monitoring and intervention procedures to ensure candidates comply with time restrictions and each candidate has adequate access.
- To take part in the appropriate departmental standardisation of non-examined assessments.
- Where candidates work in groups, to keep a record of each candidate's contribution in order to enable the attribution of assessable outcomes to individual candidates.
- To ensure that all assessment materials are locked in suitable secure cabinets or storage facilities at the end of each session.
- To ensure that if work is saved onto memory sticks these are collected in after each session and locked away securely in a suitable secure cabinet.
- To ensure that attendance records from assessment sessions are kept.
- To ensure that students' work is securely stored until all results have been verified.

Task Setting

In accordance with specific awarding body guidelines, Curriculum Leaders in charge of subjects will be responsible for the selection of non-examined assessment task forms from the appropriate 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

Non-examined Assessment tasks will be undertaken with three levels of supervision:

- Formal (high level of control)
- Informal (medium level of control)
- Limited (low level of control)

Curriculum Leaders will be responsible for ensuring that the appropriate level of supervision is in place for each part of an assessment task. Levels of supervision are clearly outlined in each subject specification.

At Llantwit Major School formal supervision means:

- Candidates will be under direct supervision at all times - in most cases, supervision will be undertaken by the class teacher.
- Use of resources and interaction with others will be limited to the regulation guidance specified by the awarding body.
- Tasks will be undertaken during normal timetabled lessons unless alternative arrangements are requested and approved in advance via curricular leaders.
- Use of mobile phones and internet / e-mail access will be prohibited dependent on exam board rules.

- If candidates have to use electronic storage devices for their assessment work or related resources, appropriate checks will be made to ensure only permitted material is accessible.
- Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away securely.
- Subject- specific material with direct relevance to an assessment tasks will be covered up or removed.
- A record will be kept of the time, date of each assessment together with the name of the supervisor(s) and all the students present for the assessment sessions(s).
- A separate record of any incidents which occur during assessments will also be kept.

At Llantwit Major School informal supervision means:

- Interaction with others, including group work is permitted.
- The level of supervision applied ensures that the school is able to confirm that plagiarism has not taken place and preparation for a final / formal assessment is the candidate's own work.
- Sources used by the candidate are clearly recorded.

At Llantwit Major School limited supervision means:

- Some aspects of work may be undertaken completely without supervision/ outside the classroom - this may include research and data collection.
- Class teachers will make close reference to the relevant awarding body's specifications when applying limited supervision.

Task Authentication and Marking

Each year, before the first controlled assessment is conducted in school, subject teachers will be responsible for issuing the rules and guidance for their subject area with regards to the NEA in line with the JCQ Notice to Candidate GCSE and Principal Learning: Non-examined Assessment. Candidates will be reminded of the key points before completing each task. Before assessment tasks are submitted, candidates will be required to sign a declaration confirming that the work is their own and that assistance given/sources used have been acknowledged.

Class teachers responsible for supervising and marking controlled assessments are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.

The school will use the JCQ declaration of authentication for non-examined assessments or a similar document provided by the relevant awarding body.

If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected,

this will be referred to the relevant Curriculum Leader and Exams Officer who will follow the guidance set out in the JCQ instructions for controlled assessment.

Internally assessed tasks will be marked by the class teacher according to the requirements of the subject specification. Work will be annotated according to subject specification requirements.

Internal standardization will be completed before external moderation to ensure all work has been marked to the same standard.

If a teacher teaches his/her own child, this will be declared as a conflict of interest and assessment work will be sent to the moderator whether it has been requested as part of the sample or not.

If a controlled assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

Factors affecting Individual Candidates

If a candidate misses part of a non-examined assessment task through absence, an alternative supervised session will be organised by the classroom teacher/ Curriculum Leader. Departments need to agree on a timetable of catch up sessions.

What is the correct procedure where a teacher has a personal interest in a candidate?

Centres must make every effort 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).

Where this cannot be avoided, the centre 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. Further details are given in section 5 of the JCQ publication General Regulations for Approved Centres. This publication is available in an interactive format within the Centre Admin Portal (CAP). The Centre Admin Portal can be accessed via any of the awarding bodies' secure extranet sites. The document is also available in PDF format on the JCQ website: <https://www.jcq.org.uk/exams-office/general-regulations>;

If suspected malpractice occurs, The Exams Officer will be informed and the appropriate action taken.

The school will follow the procedures set out in the JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school. If work is lost by a member of staff because it was not securely locked, the Headteacher may take disciplinary action.

Special Access Arrangements do apply to controlled assessment tasks and will be agreed according to the published JCQ guidance on Access Arrangements. This will be coordinated by the ALNCO.

The school will consider requests to repeat controlled assessment tasks if they are made before the marks have been submitted to the relevant body. Decisions will be made on

an individual basis, by SLT in consultation with Leaders of Learning/ teachers in charge of subjects.

If a controlled assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Schedule for Non-examined Assessment

The school will produce a schedule showing periods of non-examined assessment for each subject. This will be linked to the whole school calendar and extra-curricular events in order to prevent candidates missing important assessments. As far as possible, the school must adhere to the published schedule of assessments.

Informing candidates of their centre- assessed marks

The school has a written internal appeals procedure relating to internal assessment decisions. As part of this procedure, candidates must be informed of the mark awarded for a centre assessed component/unit. This applies to GCE AS, A level, GCSE and Project qualifications.

When NEA marks are shared departments should normally allow at least **five working days** for candidates to challenge an assessment mark.

If a subject is challenged about a candidate's mark before awarding body moderation the department should follow the school internal appeals procedure, essentially this is a review of internally assessed marks (See appendix 1). The outcome of the review should determine the mark to be submitted to the awarding body. The principle should be that the marks the centre submits to the awarding body must have been internally standardised. A record of when standardisation has occurred should be retained by the department with the candidates names. Standardisation will then enable the awarding body's moderation process to be undertaken successfully.

The department should inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark. Having reviewed the copies of materials made available to him/her, the candidate will need to explain what he/she believes the issue to be.

The review must be 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. This could either be another staff member in the school or a member of staff from another school.

In the event that a department loses a piece of NEA work there is a process to follow and a notification of lost centre assessed work form 15 needs to be completed for submission to the exam board

https://www.icq.org.uk/wp-content/uploads/2020/09/Form-15_Notification-of-Lost-Centre-Assessed-Work.pdf

Appendix 1 Reviews of marking – centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments)

Llantwit Major School is committed to ensuring that whenever its 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. Llantwit Major School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where more than one subject teacher/tutor is involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Llantwit Major 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.
2. Llantwit Major 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. Students must be advised the moderation process carried out 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.
3. Llantwit Major School will, having received a request for materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.
4. Llantwit Major School will provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision.
5. Llantwit Major School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing and candidates **must** explain on what grounds they wish to request a review.
6. Llantwit Major School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
7. Llantwit Major 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. Llantwit Major School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Llantwit Major School 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. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review.

The moderation process carried out by the awarding body 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's marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.