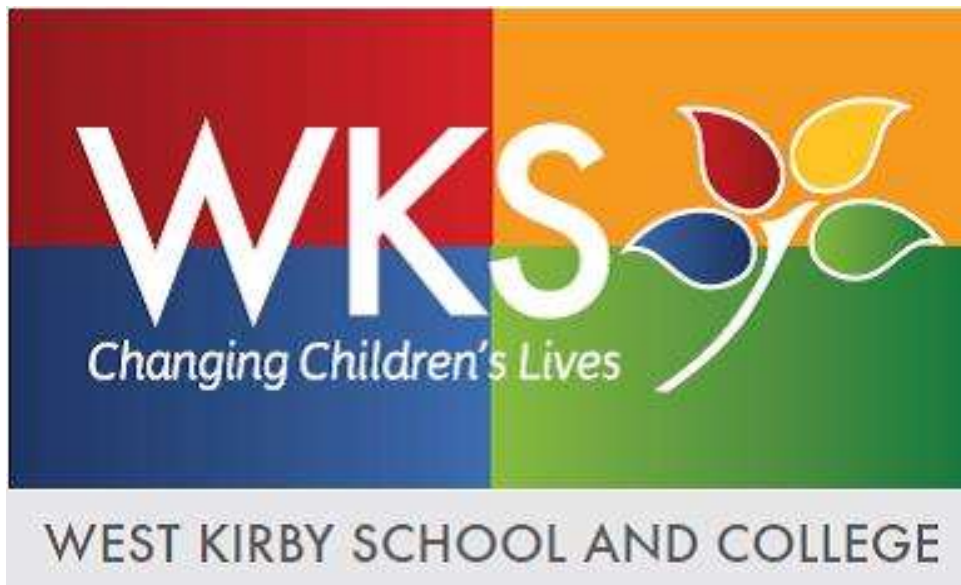# WEST KIRBY SCHOOL

AND

COLLEGE

NON-EXAMINATION ASSESSMENT POLICY

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Coursework/Controlled Assessment Policy

Rationale

WKS provides its students with the opportunity to take a wide range of qualifications which require various different forms of assessment. These include controlled assessments and other non-examination assessments.

Controlled assessment and Non-Examination assessment are forms of internal assessment which measure subject specific knowledge and skills which cannot be tested by timed written papers. For Controlled Assessments, 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, controlled assessments may take place for example:

- in a normal timetables lesson
- entirely within the centre under supervision with controlled access to resources; or
- outside the centre and involve research with limited supervision.

Controlled assessment and 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.

The Joint Council of Qualifications (JCQ) requires all centres to have a policy with regard to the management of controlled assessments and the management of non-examination assessment. Inspectors may check at any time that such a policy has been put in place.

Objectives

This policy aims to ensure that:

- statutory requirements relating to controlled assessments and non-examination assessments are met.
- procedures are in place to ensure that controlled assessments 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 controlled assessments and non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- at the start of the academic year, being co-ordinating with learning leaders to schedule controlled assessments and on-examination assessments (it is advisable that controlled assessments and non-examination assessments be spread throughout the academic years of key stage 4 where permitted within course regulations).
- map overall resource management requirements for the year. As part of this resolve:
  - clashes/problems over the timing or operation of controlled assessments and 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 controlled assessments and non-examination assessments.

Teaching Staff

- Be familiar with JCQ instructions for conducting controlled assessments and 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 controlled assessment and Non-examination assessment tasks issues 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 controlled assessment and 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 contextualise 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 controlled assessments and non- examination assessments.
- Supply to the exams office marksheets for completed controlled assessments or non-examination assessments.
- Liaise with the ICT technical team to ensure that any ICT requirements are in place and have been tested before controlled assessments on non-examination assessments take place.
- Ensure that internal curriculum area deadlines for controlled assessments and non-examination assessments are clear and are shared with 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 admitted.
- Maintain records of all controlled assessment or 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.
- To understand and comply with the general guidelines contained in the JCQ publications Instructions for conducting controlled assessments and Instructions for conducting non-examination assessments.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject specific instructions, teachers notes or additional information on the awarding body's website.
- Ensure that students are aware of the controlled assessment or 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 controlled assessment or non-examination assessment session, including date, time, duration, supervision arrangements and details of any incidents.
- Post completion, retain candidate's work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidate 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 marksheets for teaching staff to use, and collect and send marksheets 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 works 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 co-ordinator/additional learning support

- Ensure access arrangements have been applied for.
- Ensure that exams office 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 when required.
- Liaise with the exam 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 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 remark will be communicated to the parent/carer within 10 school days.
- The Headteacher's decision will be final.

A risk assessment chart (*Appendix 1*) to show how various issues for controlled assessments and non-examination assessments should be managed is included in this policy.

Reviews of Marking (*Appendix 2*) for centre assessed marks.

Evaluation and Review

The controlled assessment and non-examination assessment policy will next be reviewed on an annual basis.

Non Examined Assessment Policy

This policy covers the conduct of Non Examined Assessments. Any type of assessment that is not 'externally set and 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. Externally marked and/or externally sets practical examinations taken at different times across centres are classified as 'NEA'.

Planning

In order to allow for effective planning and to avoid students having too many non-examined assessments at the same time, Heads of Department should notify the Examinations Officer at the start of the year for the proposed timings for Non Examined Assessments.

Task Setting

Where the awarding body is responsible for task setting, the school will make its own selection(s) from a number of comparable tasks provided by the awarding body.

Where the school is responsible for task setting it may:
- Select from a number of comparable tasks provided by the awarding body;

or

- Design task(s) in conjunction with candidates where permitted, using criteria set out in the specification.

Where the school is responsible for task setting Heads of Department and teachers must ensure that the assessment criteria, as detailed in the specification, can be met and task are accessible to candidates. Heads of Department are responsible for checking that the correct tasks are issued to candidates and for keeping a record of the tasks set.

Candidates should be aware of the criteria used to assess their work so that they can understand what they need to do to gain credit. Staff may produce a simplified candidate-friendly version of the mark scheme, provided that it is not specific to the work of an individual candidate or group of candidates.

Task Taking

The Head of Department is responsible for checking the subject specific requirements issued by the awarding body and ensuring that all staff understand them.

Unless the awarding body's specification says otherwise, the following arrangements apply:
- Invigilators and display of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are not required.
- Candidates do not need to be directly supervised at all times.
- The use of resources, including the internet, is not tightly prescribed.

Staff must 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 school without direct supervision, provided that the school is confident that the work produced is the candidates own.

Candidates may normally:
- Have unlimited access to electronic and printed resources
- Use the internet without restriction
- Work in groups

Where candidates work in groups, the teacher should keep a record of each candidates contribution.

The school will include information about non-examined assessments in its information pack for candidates so that students understand what they need to do to comply with the regulations for non-examination assessments. It will make clear the importance of correct referencing, the nature and the consequences of plagiarism.

Advice and Feedback
Before work begins, staff may advise students on:
- Sources of information
- Relevance of materials/concepts
- Structure of response (for example, chapter titles and content)
- Techniques of data collection
- Techniques of data presentation
- Skills of analysis and evaluation
- Health and safety considerations

Staff **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)

Unless specifically prohibited by the awarding body's specification during the task taking stage staff 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 re-draft work.

Any assistance which goes beyond general advice, for example
- Detailed specific advice on how to improve drafts to meet the assessment criteria
- Detailed feedback on errors and omissions which limits candidate's opportunities to show initiative themselves

Intervention to improve the presentation or content of work must be recorded and taken into account when marking the work. Annotation must be used to explain how marks were applied in the context of the additional assistance given. **Staff may not provisionally assess work then allow the candidate to revise it.** Staff may not provide any type of assistance which is explicitly prohibited in the specification. Assistance must not be given if there is no means to record it and to take account of it in the marking. Failure to follow this procedure constitutes malpractice.

In formally supervised sessions:
- The use of resources is always tightly prescribed and normally restricted to the candidates preparatory notes
- Access to the internet is not permitted
- Candidates are not allowed to bring their own computers or other electronic devices, e.g. mobile phones

Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected by the teacher and stored securely at the end of each session (and not accessible to candidates)
- The work to be assessed
- Preparatory work

If the candidates are permitted to use computers to store work memory sticks will be collected for secure storage between sessions alternatively candidate's access to a specific area of the schools, IT network will be restricted.

Resources

Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

- ensure conditions for any formally supervised sessions are known and put in place and are understood and followed by candidates;
- ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning and resources.

Word and Time Limits

Teachers should check the specification and subject specific documentation for word and time limits. Word limits as detailed in specifications and subject specific documentation are for guidance only. Staff should check the awarding body's specifications as to whether time limits are mandatory. Where limits are for guidance only candidates should be discouraged from exceeding them.

Group Work

Some assignments may be undertaken as part of a group. In this case, it must be possible to attribute assessable outcomes to individual candidates. Where an assignment requires written work to be produced, each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where an artefact or a performance is required, candidates may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and the record forms.

Authentication

Candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers must 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

Signed candidate declarations must be kept on file until the deadline for an enquiry about results has passed or until any appeal, malpractice or

other results enquiry has been completed, whichever is later. They may be subjected to inspection by a JCQ Centre Inspector.

Teachers must ensure candidates are aware of the rules and regulations regarding the submission of the coursework (Information for Candidates - *Appendix 3*).

For the purpose of Summer 2021 examinations, it is important for teachers to be confident that NEA work used as part of the evidence to determine a candidate's grade is the candidate's own. This applies equally where candidates are undertaking written or practical work at home.

Word Processing

Teachers should allow candidates to word process their work if practicable.

Candidates should insert the following details on each page as a header or footer:
- 5 digit centre number;
- Candidate number;
- Component code.

They should:
- Use the spell/grammar check when word processing
- Use black ink and write legibly when submitting written handwork
- Submit word processed or handwritten work on A4 paper unless the specification states otherwise
- Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviewed and witness statements from supervising teachers where appropriate

Use of Videos and Photographs

Parents/Carers must give informed consent to the use of videos or photographs/images of candidates included as evidence of participation or contribution.

Storage of Candidates Work

Secure storage, throughout the task-taking stage, is required for work produced under formal supervision, but not for other work. One any work is handed in by the candidate for formal assessment) or the formal supervised session commences for Art & Design) it must be stored securely. Secure storage is defined as a securely locked cabinet or cupboard. Where candidates are producing artefacts (e.g. Art & Design) secure storage is defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

Work that is not required for moderation purposes and work returned after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, work may be returned once the enquiry about results and any subsequent appeal has been completed.

Assessment

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents. Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the school, and to enable the moderator to check that marking is in line with the assessment criteria.

Marks may be disclosed to candidates provided that is made clear that the moderation process may result in changes to marks. **Teachers should not attempt to convert marks to grades in advance of the publication of results.**

Where a teacher teaches his/her own child, the school will declare the conflict of interest to the examination board and submit the marked word for moderation, whether or not it is part of the moderation sample.

Internal Standardisation

It is important that all teachers involved in the assessment of a component mark to common standards. Teachers should consult the JCQ document 'Instructions for the Conduct of Non Examined Assessments' for an example of good practice in relation to the standardisation process. Where necessary, the school will set provide some non-contact time to facilitate standardisation. Heads of Department are responsible for checking the marks they are submitting to an awarding body for both addition and transcription errors before submission.

Practical Skills Endorsement

Spoken Language for GCSE English Language
Subject Teacher must –
- ensure all requirements are known and understood
- follow required task setting and task taking instructions
- assess candidates, either live or from recordings using the common assessment criteria
- provide audio-visual recordings of presentations of a sample of candidates for monitoring purposes

- follows the awarding body's instructions for the submission of grades, storage and submission of recordings

GCSE Computer Science 9-1
- ensure all requirements in known and understood
- follow required task setting and task taking instructions
- must not discuss the task or share solutions with others outside of WKRS or use others solutions to help conduct the NEA
- ensure students are aware of the rules and requirements of the NEA and do not discuss or seek help with their solutions other than from their teacher, or seek solutions from other sources
- ensure that the solution to the task submitted by the student is their own and created in accordance with the controls laid out in the relevant awarding organisation's specification
- report any suspected breach of NEA material to the examinations officer who will then report the suspected malpractice to the awarding body

Moderation Sample
Heads of Department should keep a record of names and candidate numbers for candidates whose work was included in the sample. Marked work should be retained under secure conditions until after the deadline for enquiries about results. This applies to all work-whether or not it was part of the moderation sample.
Where work is being stored electronically, steps should be taken to protect it from corruption and a back-up procedure must be in place. If retention is a problem because of the nature of the work, staff should retain some form of evidence such as photos, audio or video recordings.

Access Arrangements
Access arrangements must be applied for in advance of timetabled written examinations and non-examination assessments. The SENco must ensure that all relevant staff are aware of any access arrangements which need to be applied for non-examination assessments.

For Summer 2021 exam series special consideration applications to awarding organisations will not apply. The range of evidence is flexible therefore instances of special consideration should be limited.

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 acknowledgment or attribution; submit work that has been word processed by a third party without acknowledgment;
- Include inappropriate, offensive or obscene material.

Staff must not:
- provide improper assistance to candidates
- invent or change marks for internally assessed work where there is insufficient evidence
- failure to keep candidate coursework/portfolios of evidence secure
- produce falsified witness statements
- allowing evidence to be included for assessment which is known by the staff member not to be the student's own
- facilitating and allowing impersonation
- misusing

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 i.e. a student can lend a friend a copy of the class text book. A student cannot lend a copy of a fabulous and very helpful article that she found whilst conducting her own online research.

Subject Specific Guidance
There is specific guidance in relation to Science GCSE Practical Skills and English Language GCSE Spoken English Assessments in the appendices of the JCQ Instructions for conducting non examined assessments. Staff are required to consult these appendices and act on the advice. All teachers are expected to familiarise themselves with the additional guidance contained in specifications and subject specific material produced by the awarding body in relation to the conduct of non-examined assessments.

Guidance Specific to Summer 2021 Examinations

NEA may contribute to the evidence teachers use to determine grades, candidates should continue with the completion of NEA components where it is safe and possible to do so. Please note that the usual deadlines for NEA are not applicable for 2021 as in previous years. Teachers should balance candidates' performance in NEA components, even where they are not complete, with other sources of assessment evidence.

In GCSE English Language, there is not a requirement to submit a sample of audio-visual recordings of Spoken Language assessment for monitoring.

Teachers may allow candidates to undertake their written, practical and performance work at home where:
- the centre has moved to remote online learning
- the candidate is self-isolating and is not able to attend the centre

- the candidate is not able to access specialist equipment within the centre but is able to do so at home
- the candidate has missed the opportunity to produce work within the centre
- time constraints mean that the teacher judges that insufficient teaching time remains to complete written NEA work in class

Where a candidate has received assistance, this must be acknowledged. If teachers are suspicious of any work in progress being completed at home, they should feed back to the candidate their concerns and given them another opportunity to complete the work.

Subject teachers, Senior Leadership and Head of Centre should ensure they are familiar with the instructions and guidance produced by the JCQ on behalf of the awarding organisations regarding assessment changes in Summer 2021.

https://www.jcq.org.uk/wp-content/uploads/2021/03/Notice-to-Centres-NEA-June-2021-v2-1.pdf

https://www.jcq.org.uk/wp-content/uploads/2020/09/Instructions_NEA_20-21_FINAL.pdf