



Mildenhall College
A C A D E M Y

Non- Examination Assessment Procedure

This procedure is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Mildenhall College Academy Non- Examination Assessment Procedure

Definition

Non-examination assessment is a form of internal assessment for reformed GCSE and GCE 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 and task marking.

Responsibilities

Head of Centre:

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

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 awarding body.
- □ In collaboration with Faculty Leaders, to submit non-examination assessment marks to the relevant awarding body.
- □ In collaboration with Faculty Leaders, dispatch students' assessments for moderation.
- □ In collaboration with Faculty Leaders, make appropriate arrangements for the security of non-examination assessment materials.

Faculty Leader:

- □ 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 awarding body.
- □ Ensure that subject teachers understand their responsibilities with regard to non-examination assessment.
- □ Ensure that subject teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- □ 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 faculty standardisation of non-examination assessments.
- □ In collaboration with the Examinations Officer, 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.

SENCO

- □ To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- □ In collaboration with the Examinations Officer co-ordinate requests for special access arrangements.

Subject Teachers

- □ Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- □ Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- □ Mark internally assessed components using the mark schemes provided by the awarding body. Via the Faculty Leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- □ Take part in appropriate faculty 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 Special Education Needs Co-ordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

Task Setting

In accordance with specific awarding body guidelines, Faculty 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 re-draft 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.

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 or marking within the centre.

Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

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 academy will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed in the academy.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The academy 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 faculty 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.