



KING EDWARD VI CAMP HILL SCHOOL FOR BOYS

In pursuit of educational excellence for all

Non-examination Assessment GCE and GCSE Policy

<i>Responsible Board</i>	Foundation Board & Academy Trust Board
<i>Policy Officer</i>	PAB/SN
<i>Date Adopted</i>	February 2019
<i>Last Review Date</i>	January 2023
<i>Next Review Date</i>	February 2024

This policy is reviewed and updated annually to ensure that non-examination assessments at King Edward VI Camp Hill School for Boys. are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA refers to the JCQ publication **Instructions for conducting non-examination assessments**.

Introduction

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

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 (NEA section 1)

The regulator's definition of an examination is very narrow. In effect, 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. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

Purpose of the policy

The purpose of this policy is to confirm that King Edward VI Camp Hill School for Boys. adheres to JCQ regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination assessments
- defining staff roles and responsibilities with respect to non-examination
- assessments managing risks associated with non-examination assessments

This policy covers all types of non-examination assessment. (NEA, section 1)

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

Head of centre role and responsibilities:

- Returns a declaration (managed as part of. the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of **Instructions for conducting non-examination assessments**, confirming:
 - 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 (GCSE English Language) Spoken Language endorsement
 - (where relevant to the centre) 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 (A Level Sciences) prescribed practical activities
- Ensures the centre's **Non-examination Assessment Policy** is fit for purpose and covers all types of non-examination assessment
- Ensures the centre's **Internal Appeals Procedure** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Head of centre role and responsibilities regarding malpractice:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates or centre staff

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- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

IT role and responsibilities:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

Exam officer role and responsibilities:

- Signpost the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff.
- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention
- Access or signpost moderator reports to relevant staff

Consortium arrangements

Exam officers ensure the relevant awarding bodies are informed having been informed by Heads of Departments.

Camp Hill Girls school is the consortium lead and submits an online notification of Centre consortium arrangements for centre-assessed work to the relevant awarding body through the Centre Admin Portal by no later than the published deadline for each exam series affected.

The candidates' work is retained in the consortium until after the deadline for reviews of results for the exam series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Head of Department roles and responsibilities

The Head of Department is responsible for ensuring that:

- The assessment procedures, as outlined in the department policy and in the regulations published by the relevant examination boards, are properly implemented in practice;
- The workload of staff and students is a primary consideration and catered for in the planning, scheduling and assessment of Non-examination assessments and Coursework/Controlled Assessments.
- Deadlines are clear, agreed with all teachers in the department, realistic, published (where possible) for students and their Parent(s)/guardian(s) and shared with all relevant parties, e.g. Heads of Year, Form Teachers, etc.;
- All teacher feedback, throughout preparation, will refer to mark schemes and criteria;
- All staff in the department follow the procedures for subject teachers as outlined;

- In the event of student absence, the Head of Department should arrange time and rooming etc. for the student to take the controlled assessment. In the case of extended absence, the Exams Officer should be consulted.

Subject Teacher roles and responsibilities

While the Head of Department has overall responsibility, each teacher is responsible for the implementation of both internal and external assessment procedures relevant to the classes allocated to his/her timetable each year. Each teacher is responsible for implementing the departmental procedures for setting and managing Non-examination assessments and Coursework/Controlled Assessment Policy and its secure storage.

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session).
- When work is submitted by candidates for final assessment, ensure work is securely stored.
- Follow secure storage instructions as defined in the JCQ publication **Instructions for conducting non-examination assessments**. Take sensible precautions when work is taken home for marking.
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document **Information for candidates - Social Media**)
- Where work is stored electronically, liaise with IT to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

Managing Coursework

- Ensure students are fully aware of the Non-examination assessments and Coursework/Controlled Assessment task requirements:
- Ensure that students are fully aware of the Non-examination assessments and Coursework/Controlled Assessment task deadlines and the procedures for marking, standardisation and moderation which will be carried out in school;
- Provide standardised examples work from previous years or from examination board exemplars, where appropriate;
- Make students aware of the Internal Appeals Procedure and the regulations concerning Academic Misconduct, if necessary.

Departmental Marking of Coursework

- Mark all Non-examination assessments and Coursework/Controlled Assessment within the timeframe agreed within the department;
- Throughout, the teacher should provide and retain written feedback on progress
- and standard to date. This may be evidenced electronically if submitted/maintained in this manner. Such feedback will be used as part of the appeals procedure where it is invoked by the student or his
- Parent(s)/guardian(s);
- Provide the Head of Department with the Non-examination assessments and Coursework/Controlled Assessment marks and samples within the agreed timeframe;
- The Head of Department will retain a copy of all pupil marks and make these available
- to the Exams Officer;
- Attend standardisation and moderation meetings as required by the Head of
- Department and carry out all agreed adjustments to Coursework/Controlled
- Assessment marks;

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- The final raw mark for the Non-examination assessments and Coursework/Controlled Assessment **must** be provided to students so that they can make sensible decisions about requesting a review of the centre's marking **before** the marks are submitted to the awarding body. This should preferably be done after the internal moderation and standardisation procedures.
- Annotate final Non-examination assessments and Coursework/Controlled Assessment according to examination board guidelines to highlight how marks have been achieved. This will be important if the work is examined within either the Internal Appeals Procedure or any subsequent procedure carried out by the examination board.

Non-examination assessments and Coursework/Controlled Assessment Policy deadlines:

- All Non-examination assessments and Coursework/Controlled Assessment should be handed in before or on the submission date; those students who fail to meet this date should not normally have work accepted. The student is given either a mark for any incomplete work submitted or a zero mark if no work is submitted.
- In determining deadline dates, the Head of Department will consult with the teachers
- in his/her department and leave sufficient time for the marking, internal moderation, standardisation and administration;
- If a student fails to meet set deadlines their teacher should make sure that the student has no valid reason for this failure: any reason given should be discussed with the Head of Department before giving any deadline extensions. If there is no satisfactory reason for failure to meet the deadline, then:
 - The teacher will inform Deputy Head (Curriculum) and the Head of Department;
 - Deputy Head (Curriculum) will inform the Parent(s)/guardian(s) about what has occurred.

Disciplinary Procedures for Academic Misconduct

- Academic misconduct is defined as any attempt by students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a student.
- Academic misconduct may include though not be limited to:
 - Plagiarism
 - Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.
 - Falsifying or fabricating data
 - Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results.
 - Collusion
 - Collusion involves two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.
 - Copying
 - Copying is when one student copies work from another student, with or without the knowledge of the first student.
 - Personation
 - Personation involves one person undertaking an assessment on behalf of another. This may involve the purchase of assessment material or downloading it from a website and then attempting to present this as entirely their own work.
 - Any other wilful deception in any element of an assessment.
- A student who aids and abets a fellow student to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.
- When a case of suspected academic misconduct has been identified:
 - The teacher involved will collect the evidence and bring the matter to the attention of the Head of the Department and the Deputy Head (Curriculum).

- Deputy Head (Curriculum) will examine the evidence, interview the student, consult with the teacher, the Head of Department and the relevant Head of Year and students as appropriate and establish the nature and extent of the misconduct.
 - If, as a result of this investigation, Deputy Head (Curriculum) and Head of Department are satisfied that no academic misconduct has taken place, no further action will be taken against the student and the student and the subject teacher will be informed as soon as possible.
 - Where the student admits to the academic misconduct, Deputy Head (Curriculum) will make a written record of the interview and request the student to sign the notes as representing an accurate record of the meeting. Deputy Head (Curriculum) will decide the appropriate penalty in accordance with the previous practice, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award.
 - Deputy Head (Curriculum) will inform the Parent(s)/guardian(s) of the student by letter of the decision that has been agreed with the Head of Department and the Head of Year. Parent(s)/guardian(s) will have two weeks to appeal against the decision. If this is the case, the Deputy Head (Curriculum) will invite the Parent(s)/guardian(s) of the student to discuss the original decision. If no agreement can be made then two members of the Senior Leadership Team will hold a meeting with the Parent(s)/guardian(s) of the student, Deputy Head (Curriculum) and other relevant parties to make a final decision. The penalty for academic misconduct will include a disciplinary sanction, such as a Headmaster's detention. Serious misconduct may lead to the student being given zero for that coursework/assessment and he may not be allowed to repeat it.

Ownership of Coursework

- The ownership and copyright of coursework assignments are retained by the teacher and the school.
- On completion, the coursework submitted by students becomes examination material and the school holds it securely until it has no further value as examination material.
- Ownership of this original coursework is passed to the school on submission by the student.
- Any sample of coursework sent to an examination board becomes the property of the board and they may decide to use the material for training purposes.
- Students should retain a copy of their work, as the original work will not be returned
- Where the coursework results in a product, either a physical product or software package, the school assumes ownership of the product, as it will have been developed using materials and/or facilities provided by the school and with assistance and/or guidance provided by the teaching staff.
- The Head of Department will have the discretion to decide if the product/package should be returned but all associated documentation will remain the property of the school.

Internal Appeal

- This school is committed to ensuring that whenever it is teachers who assess students' work, this is done fairly, consistently and in accordance with the awarding body's specification and subject –specific associated documents.
- Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- However, to meet the requirements of the examination boards an internal appeals procedure is available.
- An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the student or his parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the procedures set out above.
- The marks submitted to the Examination Boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area

The Internal Appeals Procedure relating to internal assessment decisions

- If a student believes that his work has not been treated in accordance with the procedures outlined above, they may make use of the Internal Appeals Procedure.
- The 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.

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- Note, departments will set their own deadlines for submission of work depending on the nature of the task and the complexity of the marking. These deadlines must be met to allow time for the review of marking to take place in accordance with board deadlines.
- To assist candidates decide whether to request a review of the centre's marking of the assessment, teaching staff will inform candidates that they may request the marked assessment material and the mark scheme or assessment criteria, as a minimum. Additional material may vary from subject to subject. For some marked assessment materials such as art work and recordings, it may be more appropriate for them to be shared under supervised conditions.
- Teaching staff on receipt of a request for copies of materials will promptly make them available to the candidate, as appropriate.
- The school will provide candidates with sufficient time (a minimum of 2 days) in order to allow them to review copies of material and reach a decision.
- Departments will set their own deadlines for submission of work and communicate this to all parties involved.
- Candidates must submit a request for a review of the centres marking, in writing, to the subject teacher, stating the grounds for the request, using the internal appeals form (proforma provided). Deadlines will be communicated to students by their teacher. A fee of £30 will be charged for this service and a fee of £50 will be charged if the school needs to use an external reviewer.
- The school will attempt to complete the review within 1 week, i.e. to make any necessary changes to marks and to inform the candidates of the outcome (in writing using the provided proforma), all before the awarding body's deadlines, which is usually the 15th May (exceptions: AQA board deadline for GCSE is the 7th May. Note, AQA board deadline for Art at both GCSE and GCE is 31st May).
- The school will ensure that the review of marking is carried out by a reviewer who has appropriate competence, had had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- The school will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- The reviewer's findings will also be reported in writing (using the proforma provided) to the Teacher, Head of Department, Examinations Officer and Head of Centre.
- The written record of the review of marking will be kept with the Examinations Officer and made available to the awarding bodies upon request.
- The moderation process carried out by the awarding bodies 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 centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.