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| Name: | Non Examined Assessment Policy |
| Approved by: | Governors – TLB&S |
| Policy Created: | 2017 |
| Date of review | 1 Year |
| Update Approved: | November 2022 |
| All policies are available to stakeholders either on the school website or upon request from the school office. | |

PRINCIPLES

The Non-Examination Assessment policy is committed to and guided by the principles of:

Non-examination assessment (NEA) replaces coursework / controlled assessment in some GCSE subjects. While the general rules are the same for all GCSE subjects, the specific requirements for NEA are different for different specifications. Teaching staff must consult the subject specific guidance.

Key features of NEA are:

- Enables a more integrated approach to teaching, learning and assessment.
- Provides an increased facility to ensure that work is the student's own.
- Enables teachers to select from a choice of tasks and contextualise them.
- Is viewed as part of the work of the course, rather than a separate activity. It is an integral part of teaching and learning.
- Usually takes place in a classroom or ICT suite, within the normal timetable.
- Features levels of control designed to maximise reliability and authenticity.
- The principles in this policy concur in all respects with the aims and vision of the Bright Futures Educational Trust.

PURPOSE

The aims of this non-examination assessment policy are to:

The school aims to provide the best possible preparation for NEA activities, whilst maintaining the high level of scrutiny to ensure students complete assignments themselves.

NEA should allow all students to work independently, or in small groups, and have the best opportunity to demonstrate their level of skill.

Should members of staff suspect that any NEA assignment is not the students' own work, they should contact the School Examinations Officer.

POLICY

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| 1. | Non-examination assessments: the basic principles |
| 1.1 | What are NEAs? 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 cross subjects. The stages are: <ul style="list-style-type: none">• Task setting;• Task taking;• Task marking |
| 1.2 | Which GCSE and GCE specifications are affected? |



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| | This policy applies to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade. |
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| 2. | Managing non-examination assessments: task setting |
| 2.1 | <p>Who is involved?</p> <p>Where the awarding body is responsible for task setting, subject-specific tasks will be provided by the awarding body.</p> <p>Where the centre is responsible for task setting, AGGS may:</p> <ul style="list-style-type: none"> • Select from a number of comparable tasks provided by the awarding body; or • Design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification. <p>AGGS will ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. Subjects must refer to the awarding body's specification.</p> |
| 2.2 | <p>GCE Geography</p> <p>In A level geography the Ofqual Subject-Level Conditions and Requirements stipulate that each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate. Centres may give general guidance but AGGS will not provide candidates with a choice of titles or tasks from which candidates then choose.</p> |
| 2.3 | <p>Is it permissible to give candidates a copy of the marking criteria?</p> <p>Yes. Candidates should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Teachers may produce a simplified candidate friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.</p> |

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| 3. | Managing non-examination assessments: issuing of tasks |
| 3.1 | Subject teachers must consult the relevant awarding body's specification to obtain the date for the issuing of tasks. |
| 3.2 | AGGS will make arrangements for candidates to undertake the correct task. Awarding bodies will do all they can to protect candidates' interests but in some cases they may not accept work based on the wrong task. |

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| 4. | Managing non-examination assessments |
| | Supervision |
| 4.1 | Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. |
| 4.2 | <p>Subject teachers must always check the subject-specific requirements issued by the awarding body.</p> <p>AGGS will ensure that:</p> <ul style="list-style-type: none"> • There is sufficient supervision of every candidate to enable work to be authenticated; • The work that an individual candidate submits for assessment is their own. |
| 4.3 | <p>Work may be completed outside of the centre without direct supervision, provided that subject teachers are confident that the work produced is the candidate's own. Candidates may normally:</p> <ul style="list-style-type: none"> • Have unlimited access to electronic and printed resources; • Use the internet without restriction; • Work in groups. |
| 4.4 | <p>Where candidates work in groups, the subject teacher should keep a record of each candidate's contribution.</p> <p>Subject teachers must ensure that candidates:</p> <ul style="list-style-type: none"> • Understand that information from published sources must be referenced; • Receive guidance on setting out references; • Are aware that they must not plagiarise other material. • |



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| 4.5 | <p>Advice and Feedback</p> <p>As appropriate to the subject and component, subject teachers will advise candidates on aspects such as those listed below before work begins:</p> <ul style="list-style-type: none"> • Sources of information; • Relevance of materials / concepts; • Structure of the response • Techniques of data collection; • Techniques of data presentation; • Skills of analysis and evaluation; • Health and safety considerations, including the use of equipment; • Potential ethical considerations; • Security of their work. |
| 4.6 | <p>Subject teachers will not provide model answers or writing frames specific to the task.</p> |
| 4.7 | <p>Subject teachers may review candidates' work and provide oral and written advice at a general level. Having provided this advice, candidates are permitted to revise and re-draft work.</p> <p>If candidates are given any assistance which goes beyond general advice, for example:</p> <ul style="list-style-type: none"> • Provide detailed specific advice on how to improve drafts to meet the assessment criteria; • Give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves; • Intervene personally to improve the presentation or content of work; <p>then subject teachers will record this assistance and either take it into account when marking the work or submitting it to the external examiner.</p> |
| 4.8 | <p>Subject teachers will not provisionally assess work and then allow a candidate to revise it.</p> <p>Resources</p> <p>In many subjects candidates will need to gather information from published sources when researching and planning their tasks.</p> |
| 4.9 | <p>Candidates normally have unrestricted access to resources. Subject teachers must refer to the awarding body's specification and/or associated documentation.</p> |
| 4.10 | <p>Unless the awarding body's specification says otherwise, for all formally supervised sessions:</p> <ul style="list-style-type: none"> • The use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes; • Access to the internet is not permitted; • Candidates are not allowed to bring their own computers or other electronic devices eg mobile phones. |
| 4.11 | <p>Are candidates allowed to introduce new resources between formally supervised sessions?</p> <p>No. 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 and stored securely at the end of each session:</p> <ul style="list-style-type: none"> • The work to be assessed; • Preparatory work. |
| 4.12 | <p>Word and time limits</p> <p>Word limits as detailed in specifications and subject-specific documentation are for guidance only. Subject teachers should refer to awarding bodies' specifications as to whether time limits are mandatory. Where limits are for guidance only subject teachers should discourage candidates from exceeding them.</p> |
| 4.13 | <p>Collaboration and group work</p> <p>Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.</p> |
| 4.14 | <p>Where the specification permits, some assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.</p> |
| 4.15 | <p>Where an assignment requires written work to be produced, each candidate must write up their own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use their own words to describe how the data was obtained and</p> |



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| | <p>draw their 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, if applicable, the record forms.</p> |
| 4.16 | Group work is permitted but group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed. |
| 4.17 | Subject teachers are responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed. |
| 4.18 | Authentication Procedures Teachers must be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities. |
| 4.19 | Where required by the awarding body's specification, the following procedures apply. Candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work. |
| 4.20 | Teachers must sign a declaration of authentication after the work has been completed confirming that: <ul style="list-style-type: none">the work is solely that of the candidate concerned;the work was completed under the required conditions;signed candidate declarations are kept on file. If subject teachers are unable to confirm that the work presented by a candidate is their own and has been completed under the required conditions: |
| 4.21 | <ul style="list-style-type: none">do not accept the candidate's work for assessment;record a mark of zero for internally assessed work. If subject teachers are concerned that malpractice may have occurred, or if they are unable to authenticate the work for any other reason, they must inform the AVP Curriculum & Achievement |
| 4.22 | Keeping materials secure |
| 4.23 | Where candidates are producing work over a period of time under formal supervision their work must be stored securely. Once any work is handed in by the candidate for formal assessment it must be stored securely. |
| 4.24 | Where work is stored in hard copy format, secure storage is defined as a securely locked cabinet or cupboard. |
| 4.25 | Where candidates are producing artefacts (e.g. Art and Design) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next. |
| 4.26 | It is the subject teacher's responsibility to keep the work that candidates have submitted securely. Where work is stored electronically AGGS will restrict access to this material and to utilise appropriate security safeguards such as firewall protection and virus scanning software. |
| 4.27 | Teachers are permitted to take work home to mark, provided that they take sensible precautions regarding its security. |
| 4.28 | Internally assessed work that is not required for moderation purposes and work returned to centres after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for enquiries about results for the relevant series. If postresults services have been requested, internally assessed work may be returned once the enquiry about results and any subsequent appeal has been completed. |

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| 5. | Managing non-examination assessments: task marking – externally assessed components |
| 5.1 | The format of external assessment will vary according to the specification and the component. Some components, for example, may have a Visiting Examiner. Other components will require candidates' work to be despatched to an examiner. Details of the subject-specific arrangements will be found in the awarding body's specification. |
| 5.2 | Externally assessed components will be conducted within a window as specified by the awarding body. |



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| 5.3 | AGGS must pay close attention to the completion of the attendance register, clearly indicating those candidates who are either present or absent. Failure to do so will impact upon an awarding body's ability to deliver an accurate set of results. The attendance register is a key part of the process of identifying candidates present for the assessment. A copy of the attendance register must be kept until the deadline for enquiries about results has passed. |
| 5.4 | Where candidates' work needs to be despatched to an examiner it must be sent by the date specified by the awarding body. |

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| 6. | Managing non-examination assessments: task marking – internally assessed components |
| 6.1 | Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents. |
| 6.2 | Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the centre and enable the moderator to check that marking is in line with the assessment criteria. |
| 6.3 | Subject teachers must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body (see section 7). |
| 6.4 | Any review must be undertaken before marks are submitted to the awarding body. Sufficient time must be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision. The centre must also 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. |
| 6.5 | The review must be carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. The reviewer must ensure that the candidate's mark is consistent with the standard set by the centre. (See section 7 or section 9 of the Examinations Policy for full guidance) |
| 6.6 | Centres must also make it clear to candidates that any centre assessed marks are subject to change through the moderation process. |
| 6.7 | Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked. |
| 6.8 | It is important that all teachers involved in the assessment of a component mark to common standards. AGGS will ensure that the internal standardisation of marks across assessors and teaching groups takes place. |

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| 7. | NEA and appeals against internal assessments |
| 7.1 | AGGS 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. AGGS is committed to ensuring that the 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. |
| 7.2 | NEA <ul style="list-style-type: none">• Candidates who have to prepare NEA should do so by the deadline set by the school.• Heads of department will ensure all NEA is ready for despatch at the correct time.• The Examinations Officer will keep a record of what NEA assessment has been sent when and to whom. |
| 7.3 | It is the responsibility of the Head of Department to ensure they have consulted the relevant awarding body's specification to obtain the date for issuing of tasks. |
| 7.4 | The centre must make arrangements for candidates to undertake the correct task. The centre will follow guidance and instructions from JCQ regarding the conduct and organisation of non-examination assessments. |



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| 7.5 | AGGS 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. AGGS 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. This request must be made within one school week of receiving the original mark for the work. |
| 7.6 | AGGS will, having received a request for copies of materials, make them available to the candidate within one school week of the request. |
| 7.7 | Requests for reviews of marking must be made in writing and within one school week of the return of marks. |
| 7.8 | AGGS will allow at least two working weeks for the review to be carried out, to make any necessary changes and to inform the candidate of the outcome, all before the awarding body's deadline. |
| 7.9 | AGGS will ensure that the review of marking is carried out by an assessor who has the appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. |
| 7.10 | AGGS will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre. |
| 7.11 | The candidate will be informed in writing of the outcome of the review of the centre's marking. The outcome of the review of the centre's marking will be made known to the Head of Centre, AVP Curriculum and Achievement and the Examinations Officer. A written record will be kept and made available to the awarding body upon request. |
| 7.12 | After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of AGGS and is not covered by the procedure outlined above. |
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| 8. | Mobile Phones |
| 8.1 | School mobile phones are available for staff undertaking a task under a high level of supervision. |
| 8.2 | Phones are available from reception and should be pre-booked to ensure that the phones are available and are fully charged / credited. Staff may choose to use their own phone if they wish to do so. |
| 8.3 | This will allow aid to be summoned, via reception, should the need arise without the supervising teacher having to leave the classroom. |



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| 9. | Use of ICT Facilities |
| 9.1 | A number of subjects require the use of IT facilities for all, or part, of their NEA. ICT rooms should be booked by the department or subject leader using the school's ICT room booking system. |
| 9.2 | Heads of Department should ensure that user accounts are set up via the IT services team. |
| 9.3 | Teachers are responsible for opening and closing user accounts, support with how to action this and the software required can be provided by the IT services team. |
| 9.4 | Heads of Department should clarify with IT services whether web access should be permitted for the accounts. Impero should be used by the member of staff to enable/disable both internet and USB access. IT services will provide support with this process. |
| 9.5 | Where work is being saved onto a memory stick, it should be backed up to the network drive before the document is closed on the laptop. Where Wi-Fi coverage permits, new accounts should be used to save the work into generic NEA accounts, details of which will be issued by the Examinations Officer. |
| 9.6 | NEA accounts should have USB drive access prohibited. This is only an option on Windows 7 machines (not 12a or 12b). |
| 9.7 | If the teacher experiences a technical problem during the controlled assessment they should contact IT services on ext. 7156. |

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| 10. | Malpractice |
| 10.1 | Teachers must familiarise themselves with the JCQ document Notice to Centres - Teachers sharing assessment material and candidates' work - http://www.jcq.org.uk/exams-office/non-examination-assessments |
| 10.2 | This may help to mitigate against candidate and centre malpractice. For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document Suspected Malpractice in Examinations and Assessments: Policies and Procedures - http://www.jcq.org.uk/exams-office/malpractice |
| 10.3 | Candidates must not: <ul style="list-style-type: none">• 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 acknowledgement or attribution;• submit work that has been word processed by a third party without acknowledgement;• include inappropriate, offensive or obscene material. |
| 10.4 | 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. |
| 10.5 | Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet - http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-forcandidates---social-media |
| 10.6 | Heads of centre and senior leaders will 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. |
| 10.7 | Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Teaching staff must: <ul style="list-style-type: none">• be vigilant in relation to candidate malpractice and be fully aware of the published regulations;• escalate and report any alleged, suspected or actual incidents of malpractice to the AVP Curriculum & Achievement |



Altrincham Grammar School for Girls

Bright Futures EDUCATIONAL TRUST

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| 11. | Access arrangements, special consideration and loss of work |
| 11.1 | AGGS will follow the JCQ guidance regarding these matters, as outlined in https://www.jcq.org.uk/exams-office/non-examination-assessments/in |

RESPONSIBILITY

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| Responsible Staff | Mr T Copestake, Ms S Gill, Mrs J Ogunmyiwa, Ms C Russell |
| Approving body | Governors – TLB&S Committee |
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