CHERRY TREE SCHOOL NON-EXAMINATION ASSESSMENT POLICY

DATE AGREED / REVIEWED: SEPTEMBER 2017, SEPTEMBER 2018, SEPTEMBER 2019, SEPTEMBER 2020, SEPTEMBER 2021, SEPTEMBER 2022, SEPTEMBER 2023

DATE OF NEXT REVIEW: SEPTEMBER 2024

HEADTEACHER SIGNATURE:

MANAGEMENT COMMITTEE CHAIR SIGNATURE:

ALL STAFF MUST HAVE ACCESS TO THIS POLICY, AND SIGN TO CONFIRM THAT THEY HAVE READ, UNDERSTOOD AND WILL ADHERE TO ITS CONTENTS.

Cherry Tree Non-Examination Assessment Policy

Aims

This policy aims to:

- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments
- Outline responsibilities, processes and procedures for 'Controlled Assessment'

Definition

The JCQ explains that 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. The rules often vary across subjects. The stages are task setting, task taking and task marking.

Roles and Responsibilities

Head of Centre

The head of centre is responsible for:

- Ensuring that the Centre's non-examination assessment policy is fit for purpose.
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.
- Ensuring that JCQ's information for candidates is distributed to all candidates prior to assessments taking place.
- Ensuring the Centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parent(s) / carer(s)) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
- Drawing to the attention of candidates and their parent(s) / carer(s) the Centre's complaints procedure, for general complaints about the Centre's delivery or administration of a qualification

Subject Leaders

Subject leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions.
- Familiarising themselves with JCQ instructions for conducting non-examination assessment.

- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body.

- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment.

- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant.

- Obtaining confidential materials / tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are always stored securely.

- Undertaking appropriate departmental standardisation of non-examination assessments.

Tutors

Tutors are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment.

- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

- Marking internally assessed work to the criteria provided by the awarding body.

Exams Officer / Exams Lead

The exams officer is responsible for:

- Supporting the administration / management of non-examination assessment.

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied.

Task setting

Where the Centre is responsible for task setting, in accordance with specific awarding body guidelines, subject leads will:

- Select from non-examination assessment tasks provided by the awarding body, or

- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification.

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

Supervision

- Invigilators are not required.

- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'.

- Candidates do not need to be directly always supervised.

- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body.

- Teachers will ensure that:
  o There is sufficient supervision of every candidate to enable work to be authenticated.
  o The work that an individual candidate submits for assessment is his/her own.

- Where candidates work in groups, the teacher will keep a record of each candidate's contribution.

- The teacher will also:
  o Ensure that candidates understand the need to reference work
  o Give guidance on how to do this, and
  o Ensure that candidates are aware that they must not plagiarise other material

Advice and Feedback

- Teachers will 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, teachers may:
  o Review candidates' work and provide oral and written advice at a general level
  o Having provided advice at a general level, allow candidates to revise and redraft work.

- Any assistance that goes beyond general advice will be recorded and either considered when marking the work or submitted to the external examiner.

- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given.

- Teachers will not provisionally assess work and then allow candidates to revise it.

- Explicitly prohibited assistance will not be given.
- Failure to follow this procedure constitutes malpractice.

Resources

- Teachers will be aware of the awarding body's restrictions regarding access to resources.
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices.
- Candidates will not introduce new resources between formally supervised sessions.
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.

Group Work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.
- Where it is permitted, some assignments may be undertaken as part of a group.
- Where an assignment requires written work to be produced, each candidate will write up his / her own account of the assignment. Individual contributions will be clearly identified.
- Group assessment is not permitted.

Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his / her capabilities.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
  - o The work is solely that of the candidate concerned.
  - o The work was completed under the required conditions.
  - o Signed candidate declarations are kept on file.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

Task Marking

Internally Assessed Work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded.

We will inform candidates of internally assessed marks as candidates are allowed to request a review of the Centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Externally Assessed Work

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

Malpractice

The Head of Centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own.
- Make their work available to other candidates through any medium, including social media.
- 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.

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

Enquiries About Results

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed, and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

Controlled Assessments

Controlled assessments from Entry Level 1 to Level 2 are encouraged sensitively to ensure anxious learners develop the confidence and self-assurance to stretch themselves to achieve their potential.

Assessment for courses and qualifications will be planned and implemented with the awarding organisations policies, procedures, and qualification specifications in mind. Assessment will be valid, authentic, current, sufficient, and reliable (VACSR) in line with the qualification specification.

For qualifications assessed by a portfolio of evidence, an assessment plan will show that assessment is well timed for and methods of assessment will be agreed prior to starting the course. Marking and feedback, although outlined below, may have to take into consideration the awarding organisations recommendations and guidance.

Controlled assessments will be facilitated and stored under the guidance of the awarding organisation it is regulated under. Assessment regulation documents for all awarding organisations will be regularly updated and referred to by all staff involved in the relevant qualifications.

These documents outline all procedures before, during and after functional skills assessments. All regulations and procedures must be adhered to by all staff involved in the delivery, assessment and administration of all functional skills qualifications.

The Designated Person (**Emma Brown**) is responsible for:

- the security and integrity of the assessments and associated materials (eg used/unused assessment materials, partially or fully completed learner work,

assessment tracking documents and the assessment documentation) at all times. This includes both electronically saved and printed materials. Access to this storage must be restricted to authorised personnel only .

- ensuring the centre uses assessments from the current bank of live assessments as accessed above, and that the centre's internal policy is followed in terms of choosing assessment topics and enforcing a rotation across assessments available throughout the academic session .

- ensuring material **is not** downloaded and/or printed more than 6 weeks prior to the scheduled assessment date/s then, once printed, that material is placed in the secure storage.

- having a process in place whereby the Assessor(s) can notify the Designated Person that they have learners ready to sit the assessment, then making the assessment materials available from a secure location.

- ensuring that when materials are requested by Assessors, they are printed and stored in a packet(s) / envelopes that can be securely sealed until the day of the assessment.

- completing the centre tracking document to ensure assessments assigned to learners are accurately recorded, which will inform resits, as a learner cannot resit the same paper.

- submitting, or supporting the Assessor to submit, any requests for contextualised materials.

- managing the secure destruction of all unused assessment materials, both printed and electronic, once assessments have taken place. Assessments must be accessed and printed again if required by a different learner, for resit or for a different cohort.

- passwords, which will only be available for assessments where there are active registrations against that actual product.

- ensuring that any unauthorised centre personnel do not have access to the assessment materials or completed learner work.

- ensuring assessment material isn't tampered with.

- immediately informing the awarding body if the integrity or security of the controlled assessment materials is put at risk by theft, loss, damage, unauthorised disclosure, fire or any other circumstances.

Assessments, assessment materials, learner registrations and any other assessment related documents are to be safely stored in appropriate folders in the designated exams safe inside the secure lockable school confidential cupboard. Access to the cupboard is restricted to the SLT, and access to the exams safe is restricted to the Designated Person. No other staff have direct access to the assessment materials other than the designated person.

Access to assessment materials can be obtained in the following circumstances:

- To administer assessments.

- To mark and give feedback for assessments.

- To undertake IQA sampling activities after assessors have completed marking and feedback.

- For EQA visits or audits.

- For administration purposes, such as uploading results or certifications.

Access to the assessment materials will be limited to the materials appropriate for the tasks undertaken (e.g. only ICT assessments can be accessed by the ICT assessor when marking). Access to assessment materials must be requested to the designated person.

Assessments must always be kept in the exams safe, unless agreed access to assessments is authorised. Any additional materials that are unused or excess to requirements must be electronically destroyed and / or shredded by the designated person. Any electronic information or documents must be kept on an encrypted USB drive in the exams safe. Documents must be regularly updated by the designated person and deleted as soon as it is used and no longer needed.

The 'Assessment Tracking Sheet' provided by NCFE must be regularly maintained with all assessment details by the designated person.

This policy will be reviewed annually by the Headteacher
and or the Management Committee