



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	Public Examinations – Non-Examination Assessments
Date policy updated	01.10.2020
Date policy to be reviewed	01.10.2021
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A shaded area denotes a regulation to which all schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies and Documents

- Public Examinations
- Main Policy
 - Appeals
 - Contingency Plan
 - Non-Examination Assessments, Enquiries After Results
 - Emergency Evacuation/Lockdown
 - Use of a Word Processor
 - Taking Examinations at Clifton High School

This purpose of this policy is to

- Identify staff responsibilities in planning and managing non-examination assessments
- Examine potential risks and issues relating to the implementation of non-examination assessments for qualifications and how these might be managed and mitigated through forward planning and remedial actions

Staff Responsibilities

Senior Leadership Team (SLT)

- Are accountable for the safe and secure conduct of non-examination assessments ensuring assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- At the start of the academic year, begin co-ordinating with Heads of Department and examinations staff to schedule non-examination assessments
- Map overall resource management requirements for the academic year. As part of this resolve:
 - Clashes and problems over the timing or operation of non-examination assessments
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for non-examination assessments

Heads of Departments

- Decide on the awarding body and specification for their particular examination
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers fully understand their responsibilities with regard to non-examination assessments
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes and any other subject specific instructions
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting non-examination assessments* <https://www.jcq.org.uk/exams-office/non-examination-assessments/>
- Understand and comply with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supply to examinations staff details of all unit codes for non-examination assessments
- Obtain confidential materials and tasks sent by awarding bodies in sufficient time to prepare for the assessment and ensure that such materials are stored securely at all times
- Supervise assessments (at the specified level of control as per the specification). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded (examinations staff will assist by sending electronically if required)
- 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 School
- Ask the Head of the Enhanced Learning Department (ELD) for any assistance required for the administration and management of Access Arrangements

Examinations Staff

- Where confidential materials are directly received by the examinations office, to be responsible for receipt, safe storage and safe transmission, whether in digital or hard copy format
- Download and distribute mark sheets for teaching staff to use
- **In exceptional circumstances** where non-examination assessments cannot be conducted in the classroom, arrange suitable accommodation where the assessments can be carried out at the direction of the SLT

Head of Enhanced Learning

- Ensure Access Arrangements have been applied for in line with JCQ regulations
- Ensure teaching staff are aware of Access Arrangements for individual pupils
- Work with teaching staff to ensure requirements for support staff to assist Access Arrangement pupils are met (eg a reader)

Example risks and issues	Possible remedial action		Staff responsible
	Forward planning	Action	
Timetabling			
Non-examination assessments schedule clashes with other activities	Plan and establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with the school calendar – negotiate with other parties	HoD
Too many non-examination assessments close together across subjects	Plan non-examination assessments so they are spaced over the duration of the course	Space non-examination assessments to allow candidates sometime between them	Examinations staff and Deputy Head with responsibility for examinations
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-examination assessments	Use more than one classroom or multiple sittings where necessary	HoD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms and School facilities		HoD
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HoD and examinations staff
Teaching staff unable to access task details	Test secure access rights ahead of non-examination assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the non-examination assessment schedule	HoD and teaching staff and examinations staff
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HoD and examinations staff
Absent candidates			
Candidates absent for all or part of assessment	Plan alternative sessions for candidates		HoD and Candidate

Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request and obtain different assessment tasks	HoD and examinations staff
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	HoD
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the course	Find alternative storage within the centre	HoD and Deputy Heas with responsibility for examinations
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline and seek guidance from awarding body on further action	HoD
Deadlines for marking and and or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking and paperwork - marks can then be processed and submitted ahead of awarding body deadlines	Seek guidance from awarding body	HoD
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Teacher and HoD
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	HoD
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practising of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	HoD and Teacher
School does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardization event can be arranged	HoD