

YSGOL UWCHRADD ABERHONDDU

BRECON HIGH SCHOOL



Non-Examination Assessment Policy

Author	RBW/TG
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This Policy lists the responsibilities of the relevant Staff in terms of organizing, administering and overseeing non-examination assessments.

Senior Leadership team

- Accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies subject specifications
- At the start of the academic year, begin coordinating with Heads of Departments the nonexamination assessments schedule. It is advisable that non-examination assessments be spread throughout the academic years of key stage 4
- Ensure that there is a consistent and systematic approach to non-examination assessments across subject as well as within subjects
- Map overall resource management requirements for a year. As part of this resolve:
 - Clashes/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
- Ensure that Subject Leaders are aware of and understand their roles and responsibilities in relation to non-examination assessments. Heads of Department
- Understand and comply with the general guidelines for conducting non-examination assessments contained in the JCQ Instructions for conducting non-examination Assessments and in the specific awarding body specification, including any subject-specific instructions, teacher's notes or additional information on the awarding body's website
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure individual teachers understand their responsibilities with regard to the requirements of the awarding body's specifications and subject-specific instructions.

Heads of Department

- Decide on the awarding body and specification for a particular GCSE/GCE and supply to the exams office all details of Specification and unit codes
- Understand and comply with the general guidelines for conducting non-examination assessments contained in the JCQ Instructions for conducting non-examination Assessments and in the specific awarding body specification, including any subject-specific instructions, teacher's notes or additional information on the awarding body's website
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure individual teachers understand their responsibilities with regard to the requirements of the awarding body's specifications and subject-specific instructions.

- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local needs, in line with awarding body specifications and control requirements.
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the school.

Teaching Staff

- Understand and comply with the general guidelines in the JCQ publication: Instructions for conducting non-examination assessments.
- Obtain confidential materials/tasks set by the awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored as the specification allows.
- Supervise assessments as specified by the awarding bodies. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain students' work securely between assessment sessions (if more than one).
- Ask SEN/Learning Support for any assistance required for the administration and management of access arrangements.

Examinations Officer

- Enter students for individual units and qualification (cash-in) codes before the deadline for final entries.
- Create and distribute mark sheets for teaching staff to use and collect and send mark sheets to awarding bodies before the final entry deadlines.
- Where confidential information materials are directly received by the exams office, to be responsible for receipt, safe storage and transmission to Heads of Department.
- Ensure access arrangements have been applied for and approved in coordination with the SENCO.
- Work with teaching staff and learning support staff to ensure requirements for access arrangements are met and where appropriate (e.g: A Reader is not permissible if reading is being assessed)
- Take responsibility for receipt, safe storage and safe transmission of controlled assessment materials, whether in CD, digital or hard copy format

SEN/Learning Support

- Ensure access arrangements have been applied for and approved in coordination with the Examinations Officer.
- Work with teaching staff and learning support staff to ensure requirements for access arrangements are met and where appropriate (e.g: A Reader is not permissible if reading is being assessed)