Non-Examined Assessment Policy

Bishop Ullathorne Catholic School

2023/2024

Non-Examined Assessment Policy

Centre Name	Bishop Ullathorne Catholic School
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Current policy approved by	Chris Billings (Head of Centre) / Rob Ridley (Chair of Governors)
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Current policy reviewed by	Laura Darlaston

Introduction

GCSEs now have non-examined assessments to replace the element of coursework in the assessment procedure. These will take place in the majority of GCSE and GCE subjects. Non-Examined assessments measure specific skills that may not necessarily be tested by external assessment.

Individual subject leaders will need to plan for non-examined assessments as part of the teaching and learning programme, but it is vital that we have an overall strategy for managing and supporting this process.

Principles:

Non-examined assessment is split into three stages: task setting, task taking and task marking. For each, a level of control will be set, high, medium or low; each stage can have a different level of control and each subject will have its own set of controls. All staff undertaking non-examined assessments must be absolutely clear which parts the NEA require:

1. Formal supervision (High level of control).

The candidate must be under direct supervision at all times. The use of resources by the candidate and his/her interaction with others will be directed by the awarding body; in particular access to e-mail, the internet and mobile phones must not be permitted. Normally only research folders or diaries will be permitted. Examination conditions, the use of external invigilators and the displaying of the relevant JCQ Notices are not required. However, teachers must ensure that any display material in the teaching environment which might provide assistance is removed or covered. It is not necessary for all candidates at a centre to write up controlled assessments at the same time. Centres may schedule a number of assessment sessions to accommodate cohort size and availability.

2. Informal Supervision (Medium level of control).

Under informal supervision, the use of resources is not tightly prescribed and group work is normally permitted provided that any assessable outcomes can be attributed to individual candidates. Candidates do not need to be under direct supervision at all times. However, the centre **must** ensure that:

- all candidates participate in the assessment;
- plagiarism does not take place
- sources used by a candidate are clearly recorded;
- each candidate's preparation for the final production of the work is his/her own.

3. Limited Supervision (Low level of control).

- the requirements are clearly specified by the awarding body and work may be completed without direct supervision. Research or data collection may take place outside of the classroom.
- This is the section of the assessment where pupils may work outside the centre. Staff should check whether pupils can bring in results in an electronic as well as written form.
- The teacher must inspect the pupils' research and be satisfied that it does not contain inappropriate material such as a plan or a model answer.
- Allocation of time for the research must follow the time indicated by the examination board.
- Teachers can offer limited guidance on research, such as the suitability of a chosen topic or where to find relevant information.
- Once the research time is over, the teacher must collect the research folders and keep them in a secure place.

Depending on the level of control defined within the specification, non-examined assessments may take place:

- In normal timetabled lesson or other defined session under supervised conditions
- Entirely within Bishop Ullathorne under supervision with controlled access to resources
- Outside Bishop Ullathorne and involve research with limited supervision

At least 40% of the assessment (which could include non-examined assessment and external examinations) must be taken at the end of the course. This terminal rule defines the end of the course as the examination series in which the qualification is certified.

Resits

It is possible for students to resit non-examined assessments but currently this facility is not available at Bishop Ullathorne due to time constraints and students usually cash in their units at the end of the second year of teaching. If cashing in is delayed the terminal rule will need to be adhered to and may result in students re-sitting units already achieved.

Procedures to be followed

The procedures adopted by departments need to ensure that:

- Non-examined assessments are suitably incorporated into schemes of work
- advance planning, from the beginning of GCSE teaching, to avoid missing deadlines and compromising students' achievement in the GCSE
- the relevant staff have all the necessary information from the awarding organisation concerning the assessment task and the controls which need to be applied to it
- additional arrangements for candidates with special educational needs are clearly set out
- contingency arrangements are made in the event that a planned assessment cannot take place for some or all of the candidates
- internal standardisation of marking is carried out for all teachers involved in assessing an internally assessed component (see also below under "Internal Appeals Procedure").
- Candidates' work is kept in suitable storage
- the necessary data records are kept and submitted to the awarding organisation by the specified dates.

Absent Candidates

Candidates absent on the day of the assessment should be given appropriate time to catch up with their work, providing it is produced under the same level of control

Responsibilities

Senior leadership team

The senior leadership team has overall responsibility for ensuring that non-examined assessments operate successfully. This involves:

- establishing a centre policy on controlled assessment
- assigning responsibilities to specific members of staff
- ensuring that all staff understand their roles and responsibilities
- dealing with issues that arise

- monitoring the operation of controlled assessment.

Subject leaders

Every subject Leader will need to:

- decide on timings of assessment to meet requirements of terminal assessment in consultation with the DH curriculum to avoid student overload
- arrange internal standardisation of marking by all teachers involved in assessing an internally assessed component
- ensure that all teachers understand their roles and responsibilities in controlled assessment and are familiar with the requirements of the GCSE specification
- ensure schemes of work incorporate controlled assessment appropriately
- consult with the special educational needs coordinator (SENDCO) on additional arrangements, which might be needed for particular candidates
- make contingency arrangements for the event of absences by candidates or teachers
- arrange for secure storage of candidates' work.

Teachers

Individual teachers will need to:

- decide how the controlled assessment should be incorporated into the scheme of work to provide a coherent sequence of learning and ensure students are well prepared for the controlled assessment
- provide information as necessary to the subject department (on planning of teaching) and to the exams office (individual unit codes, planned dates of assessment)
- book facilities, resources and any specialist requirements needed for the controlled assessment
- obtain confidential materials and tasks set by the awarding organisation
- supervise assessments, applying the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher
- store candidates' work securely.

Exams office staff

Exams office staff will:

- liaise as necessary with the senior leadership team, subject departments and individual teachers
- enter students for individual units, including controlled assessment units and externally examined units
- be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding organisations and teachers.

Site staff and administrative staff

Depending on the resources involved, site and administrative staff might have a significant role in:

- ensuring all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for non-examined assessment tasks

- arranging any additional equipment or materials which will be needed for the non-examined assessment task well in advance
- resolving any timetabling clashes for accommodation or facilities
- ensuring, in liaison as necessary with teachers and the exams office, that suitable secure storage exists for candidates' work.

Security

Candidates' work for assessment must be stored securely within the centre.

- Work may be stored either by subject departments or the exams office. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet. Work produced over several sessions, including, if appropriate, record folders/diaries must be collected at the end of each session and stored securely.
- Work produced electronically must be saved securely to ensure that it cannot be amended between sessions. Work stored on memory sticks should also be collected in at the end of each session.
- Where there is a practical need, secure storage may be defined as a classroom, a studio or a workshop which is locked from the end of one session to the start of the next. This alternative may be implemented on practical grounds given the nature of the assessment, the need to allow work to dry overnight, or the size or delicacy of some items of work.

It is permissible for teachers to take work home to mark, provided that they take sensible precautions regarding its security.