Non-Examination Assessment Policy

Bishop Perowne Church of England College

Approved by:	Jane Price	**Date:**	November 2024
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VISION STATEMENT

At Bishop Perowne, we do nothing from selfish ambition or conceit, but humbly count others more significant than ourselves. (Philippians 2:3)
This vision statement was chosen in consultation with students, staff and governors. We believe that it underpins everything that we do and most especially the relationships which exist within our community, allowing all its members to flourish. We are proud to share this vision statement in all forms of communication and to display it around the school.

VALUES

Accompanying our vision statement we have four core values:

- **Compassion**

Be kind to one another, tender-hearted, forgiving one another, as God in Christ has forgiven you. (Ephesians 4:32)

- **Respect**

Do to others as you would have them do to you. (Luke 6:31)

- **Resilience**

Let us not grow weary in doing what is right, for we will reap at harvest time if we do not give up. (Galatians 6:9)

- **Integrity**

Better is a poor person who walks in their integrity than a rich person who is crooked in their ways. (Proverbs 28:6)
As with the vision statement, these values were chosen in consultation with all members of our community. They are the values we believe best represent what is important in our school and they are upheld by staff and students on a daily basis. These values are familiar to all of our students and staff as they are displayed throughout the school and reference is made to them in a wide variety of contexts.

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1. 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

2. Guidance

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ's instructions for conducting non-examination assessments, which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the JCQ's guidance on:

- Post-results services
- General regulations for approved centres
- Teachers sharing non-examination assessment material and candidates' work
- Artificial intelligence (AI) use in assessments: protecting the integrity of qualifications

This policy also complies with our funding agreement and articles of association.

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that can't be tested by timed written papers.

There are 3 assessment stages and rules which apply to each stage:

1. Task setting

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2. Task taking
3. Task marking

The rules often vary across subjects.

4. Roles and responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

4.1 Head of centre

In our school, the head of centre is Jane Price, Headteacher.

The head of centre is responsible for ensuring that:

- The centre's non-examination assessment policy is fit for purpose
- The non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Relevant members of staff respond promptly to resets for information from awarding bodies relating to the administration and conducting of exams and assessments
- The JCQ's guidance on AI use in assessments is followed, and that candidates do not submit inauthentic work
- The centre's malpractice/plagiarism policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse
- Teachers and assessors are familiar with AI tools, their risks and AI detection tools
- The JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- The centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
- Candidates' and their parents/carers' attention is drawn to the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

4.2 Senior leaders

Senior leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that teaching staff are aware of the potential for malpractice

4.3 Subject leaders

Subject leaders are responsible for:

- 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

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- 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 stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments

4.4 Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with JCQ guidance on AI use in assessments
- Only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action
- Explaining the importance to candidates of submitting their own independent work (that is a result of their own efforts and independent research) for assessments, and stressing to them and to their parents/carers the risks of malpractice
- Ensuring that candidates are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse
- 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
- Escalating and reporting any alleged, suspected or actual incidents of malpractice to the senior leadership team or to the awarding body directly

4.5 Examinations officer

The examinations officer is a distinct role performed by a different individual to the head of centre. The examinations officer is responsible for:

- Supporting the administration/management of non-examination assessment
- To be familiar with the JCQ instructions for conducting non-examination assessments and other related JCQ documents
- To be familiar with general instructions relating to non-examination assessments from each relevant GCSE awarding body
- In collaboration with Subject Leaders to submit non-examination marks to the relevant awarding body
- In collaboration with Subject Leaders dispatch students' assessments for moderation
- In collaboration with Subject Leaders make appropriate arrangements for the security of non-examination assessment materials.

4.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

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

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

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

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- 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.

5. Task taking

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

5.1 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 supervised at all times
- 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:
    - There is sufficient supervision of every candidate to enable work to be authenticated
    - The work that an individual candidate submits for assessment is his/her own
- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will also:
    - Ensure that candidates understand the need to reference work
    - Give guidance on how to do this, and
    - Ensure that candidates are aware that they must not plagiarise other material

5.2 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:
    - Review candidates' work and provide oral and written advice at a general level
    - 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 taken into account 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

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5.3 Resources

- Teachers will be aware of the awarding body's restrictions with regard to 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

5.4 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

6. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities. When reviewing a piece of work to ensure its authenticity, teachers might compare it against other work created by the candidate.

Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments.

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:
    - The work is solely that of the candidate concerned
    - The work was completed under the required conditions

Signed candidate declarations are kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

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

If AI misuse is detected or suspected by the centre and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation.

7. Task marking

7.1 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 in line with the relevant guidance.

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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.

Teachers will not use AI as the sole means of marking candidates' work.

7.2 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. This register must be retained until the deadline for requesting a review has passed.

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

8. 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 or used AI tools, without acknowledgement of how and when this was used
- 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.

Where irregularities are identified before an authentication statement has been signed (where required), the irregularity won't be reported to the awarding body – though if the awarding body's confidential assessment material has been breached, this will be reported. Otherwise, this irregularity will be reviewed internally and detailed records kept of the irregularities.

Where irregularities have been identified after the candidate has signed an authentication statement (where required), the head of centre will notify the relevant awarding body as soon as reasonably practicable using form JCQ/M1.

Where examiners or moderators identify irregularities after the candidate has signed the authentication statement, the awarding body will instruct the centre to conduct an investigation and report its findings.

The penalties that may be imposed when irregularities have been discovered after an authentication statement has been signed are as follows:

- The piece of work will be awarded zero marks
- The candidate will be disqualified from that component for the examination series
- The candidate will be disqualified from the whole subject for the examination series

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- The candidate will be disqualified from all subjects and barred from re-entering for a period of time

9. 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.

10. Monitoring

This policy will be reviewed by Examinations Officer at the beginning of each academic year. At every review, the policy will be shared with the governing board and approved by the governing board.

11. Links with other policies

This policy should be read in conjunction with the assessment policy.

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