



Non-Examined Assessment (NEA) and Coursework Policy

Version 1.0

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Aims

Driffield Non-Examined Assessment (NEA) and Coursework Policy sets out the school's formal commitment to ensuring all actions carried out in relation to any area of controlled or school based assessment are in line with JCQ requirements. This covers all GCSE and A Level courses, all vocational courses including Cambridge National, Cambridge Technical and BTEC qualifications, and any other relevant assessments.

The policy is in place to maintain consistency of practice, accuracy and fairness across all subjects and all school staff, and to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with awarding body specifications. Depending on subject and specification, controlled assessment might be:

- High control – the exam board sets the task to be completed and the school chooses one of these tasks.
- Medium control – the subject may choose from a selection of assignments produced by the exam board or design its own.
- Limited control – the school designs its own assignments against set criteria.

Introduction

JCQ documents relating to controlled assessment and coursework can be found at:

<https://www.jcq.org.uk/exams-office/coursework/>

<https://www.jcq.org.uk/exams-office/non-examination-assessments/>

This includes further information on the nature of controlled assessment, further information on staff responsibilities and risk management.

This policy will be reviewed and updated annually in line with the guidance set out by JCQ.

Organisation - Roles and Responsibilities

Senior Leadership Team

- Are accountable for the safe and secure conduct of controlled assessments. The team will ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Will, at the start of the academic year, coordinate with subject leaders subject to schedule controlled assessments. It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.
- Will map overall resource management requirements for the academic year. As part of this, the Senior Leadership Team will resolve:
 - Clashes/problems over the timing or operation of controlled 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 process for controlled assessments which is in line with Section 4 of this policy.
- Ensure that named staff are allocated to specific roles if required by awarding bodies (e.g. BTEC Lead Internal Verifiers).
- Must understand and comply with the general guidelines detailed within the latest version of JCQ publication *Instructions for conducting coursework*.

Subject Leaders

- Must understand and comply with the general guidelines detailed within the latest version of JCQ publication *Instructions for conducting coursework*.
- In agreement with the leadership team, will decide on the awarding body and specification for a particular GCSE, A level or vocational qualification.
- Will ensure the exams officer is informed of students that require registration and/or entry to any qualification and internally assessed unit(s), within the timescales set by the relevant awarding body.
- Supply to the Exams Officer details of all unit codes for controlled assessments.
- Will ensure that the marking / assessment decision of all teachers involved in assessing an internally assessed component have been through the process of standardisation / verification / quality assurance, in line with requirements and guidance as set out by the relevant awarding body.
- Will ensure that all teaching staff that are marking/making assessment decisions have received the relevant training/standardisation, as set out by the relevant awarding body.
- 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.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Where appropriate, will 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.
- Will ensure that within their department, if required by the awarding body, that they have a named person(s) with roles specific to their qualification (e.g. BTEC Lead Interval Verifier).
- Maintain accurate and timely records of any assessment decisions, certifications and moderation/quality assurance/verification processes.
- Will notify the Exams Officer of any necessary amendments to registrations, transfers and withdrawals, within the deadlines set out by the awarding body.
- Ensure that all assessment processes and decisions are in line with guidance set out by the relevant awarding body.

- Ensure that all assessments and assessment decisions are completed with the timescales as set out by the relevant awarding body.
- With the support of the Exams Officer, will ensure that all marks for internally assessed units are submitted using the method specific to the relevant awarding body, and are within the timescales set by the awarding body.
- Ensure students have been informed of final mark and are aware of the review of marking and complaints process.
- Will retain candidates' marked coursework, under secure conditions, whether or not it was part of the moderation sample, until all possibility of a review of moderation has been exhausted or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Teaching staff

- Must understand and comply with the general guidelines detailed within the latest version of JCQ publication *Instructions for conducting coursework*.
- Must understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). 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 any relevant mark schemes, guidance and processes as provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Must ensure that all assessments are marked and submitted within the timescales set out by the relevant awarding body.
- 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 centre.
- Ask the SENDCo for any assistance required for the administration and management of access arrangements.

Exams Officer

- Will maintain systems and processes to support the timely entry and registration of candidates.
- Alongside the data manager, ensure that the central record of learner registration is kept up to date.

- Where confidential materials are directly received by the Exams Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

SENDCo and SEND Team

- Working with the Exams Officer, ensure access arrangements have been applied for, and share details on these with all relevant staff.
- Work with teaching staff to ensure requirements for support staff are met.

Review of Marking

Centre Review

Driffield School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Driffield School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

Driffield School & Sixth Form will:

- Ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment
- Upon receiving a request for materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies
- Will provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision
- Provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing and candidates must explain on what grounds they wish to request a review
- Allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks
- Ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- Inform the candidate in writing of the outcome of the review of the centre's marking

- Ensure that the outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review

Awarding Body Review

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review.

The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre marking is in line with national standards.

The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Key

AfL -Assessment for Learning

ALPs - Key Stage 5 data and target setting package

AS - Advanced Subsidiary (qualification)

DfE – Department for Education

ERYC – East Riding of Yorkshire Council

HoH - Head of House

HoY – Head of Year

JCQ – Joint Council for Qualifications

KS3 – Key stage 3 (years 7-9)

KS4 – Key stage 4 (years 10-11)

KS5 – Key stage 5 (years 12-13)

LA – Local authority

NC - National Curriculum

NEA – Non-examined assessment

SLT - Senior Leadership Team

SEND - Special Educational Needs & Disabilities