

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

Headteacher: Mrs F A Dean, MA (Ed)

Initial Policy date		Next scheduled review	March 2024
Governor approved	March 2023	Key person/people	AHT – Curriculum/Assessment
Model Policy		Model localised	Yes
Pupil leadership team review		Y/N N/A	

NON-EXAMINATION ASSESSMENT POLICY

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1. Rationale

This policy aims to:

- Cover procedures for planning and managing non-examination assessments
- Define colleagues' roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

2. Legislation

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 and general regulations for approved centres.

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking.

4. Roles and responsibilities

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

Head of centre

In our school, the Head of Centre (also known as Quality Nominee) is Fae Dean (the delegated head of centre is James Green).

The Head of Centre/Delegated Head of Centre is responsible for:

- Ensuring that the centre's non-examination assessment policy is fit for purpose
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that JCQ's information for candidates-NEA is distributed to all candidates prior to assessments taking place
- Ensuring 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
- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

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
- 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
- For the exam period of 2023, ensure that any temporary changes pertaining to non-examination assessments are implemented in accordance with published guidance, if applicable.

Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- 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

Exams officer

The Exams Officer is responsible for:

- Supporting the administration/management of non-examination assessment

Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

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

5. Registration and Certification

Aims:

1. To register individual pupils to the correct programme within agreed timescales.
2. To claim valid pupil certificates within agreed timescales.

3. To construct a secure, accurate and accessible audit trail to ensure that individual pupil registration and certification claims can be tracked to the certificate which is issued for each pupil.

In order to do this, The Westgate School will:

- Register each pupil within the awarding body requirements.
- Provide a mechanism for Subject Leaders to check pupil registrations.
- Make each pupil aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to pupil details.
- Ensure that certification claims are based solely on internally verified assessment documents.
- Audit certificate claims made to the awarding body.
- Audit certificates from the awarding body to ensure accuracy.

6. Task setting

Where the school 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
- 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.

7. Task taking

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

Supervision

- 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 and that the work that an individual candidate submits for assessment is his/her own
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will 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

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 and 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

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

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

8. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

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, completed under the required conditions and signed candidate declarations are kept on file

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the Head of Centre/Delegated Head of Centre will be informed.

9. Task marking

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.

We will inform candidates verbally 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.

Both internal and external moderation will occur, any changes in marks based upon moderation will be shared with pupils.

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.

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

10. Malpractice

The Head of Centre/Delegated Head of Centre will make sure teaching colleagues 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.

Definitions of Malpractice by Pupils:

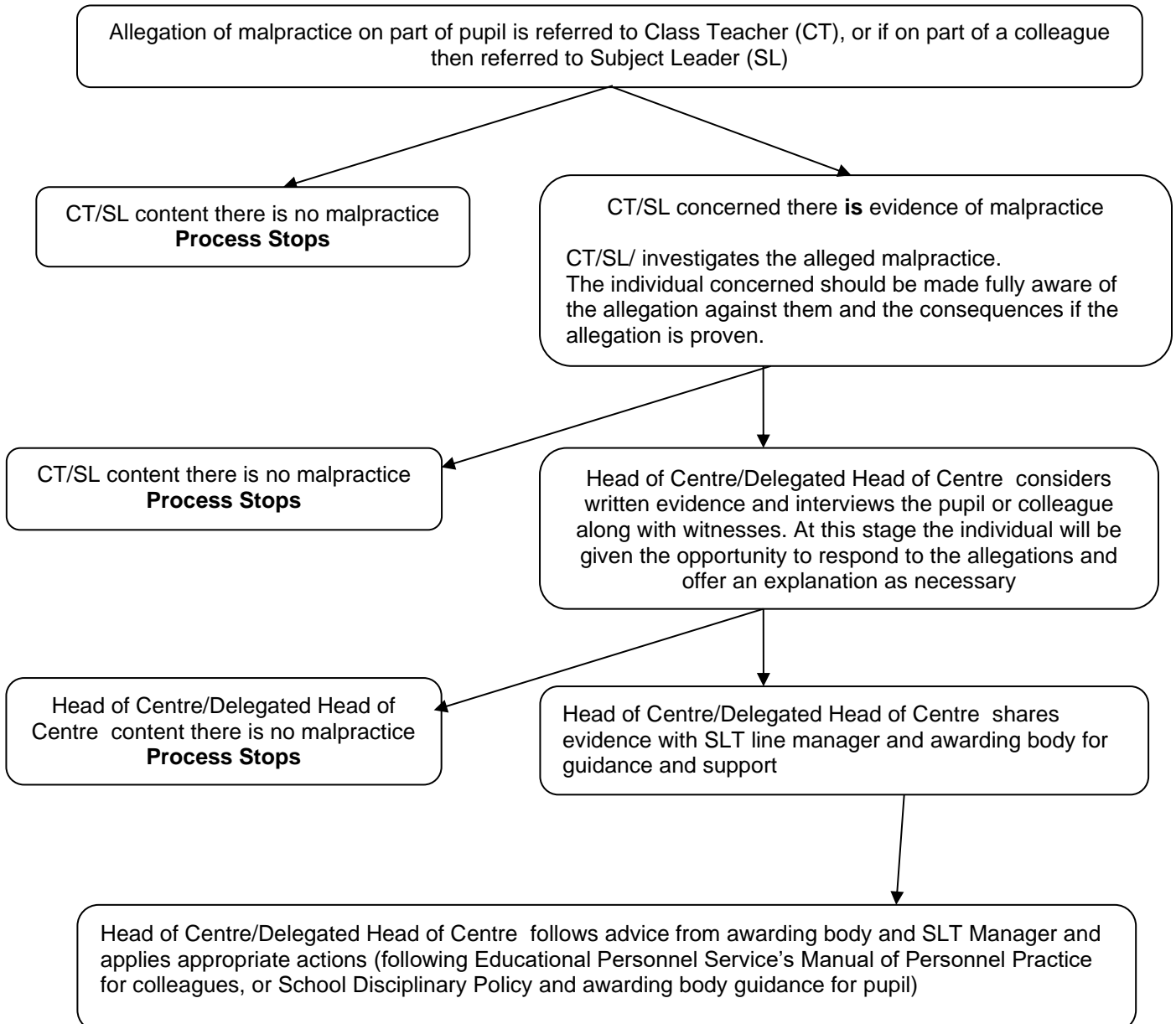
- Plagiarism of any nature.
- Collusion with others by working collaboratively and then submitting work as an individual pupil.
- Copying (including using ICT to copy)
- Deliberate destruction of another's work.
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another.
- Use of a previous candidates work.

Definitions of malpractice by The Westgate School Colleague:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework secure.
- Improper retention of certificates.
- Assisting pupils in the production of work, where the outcome has the potential to influence the outcomes of assessment.
- Producing falsified witness statements, for example where evidence for the pupil has not been generated.
- Allowing evidence, which is known by the colleague not to be the pupil's own work, to be included in the pupil's assignment.
- Facilitating and allowing impersonation.
- Falsifying records/certificates.
- Fraudulent certificate claims, that is, claiming a certificate prior to a pupil completing all the requirements of assessment.

These lists are not exhaustive and other instances of malpractice may be considered by The Westgate School.

Processes for addressing possible malpractice



11. Enquiries about results

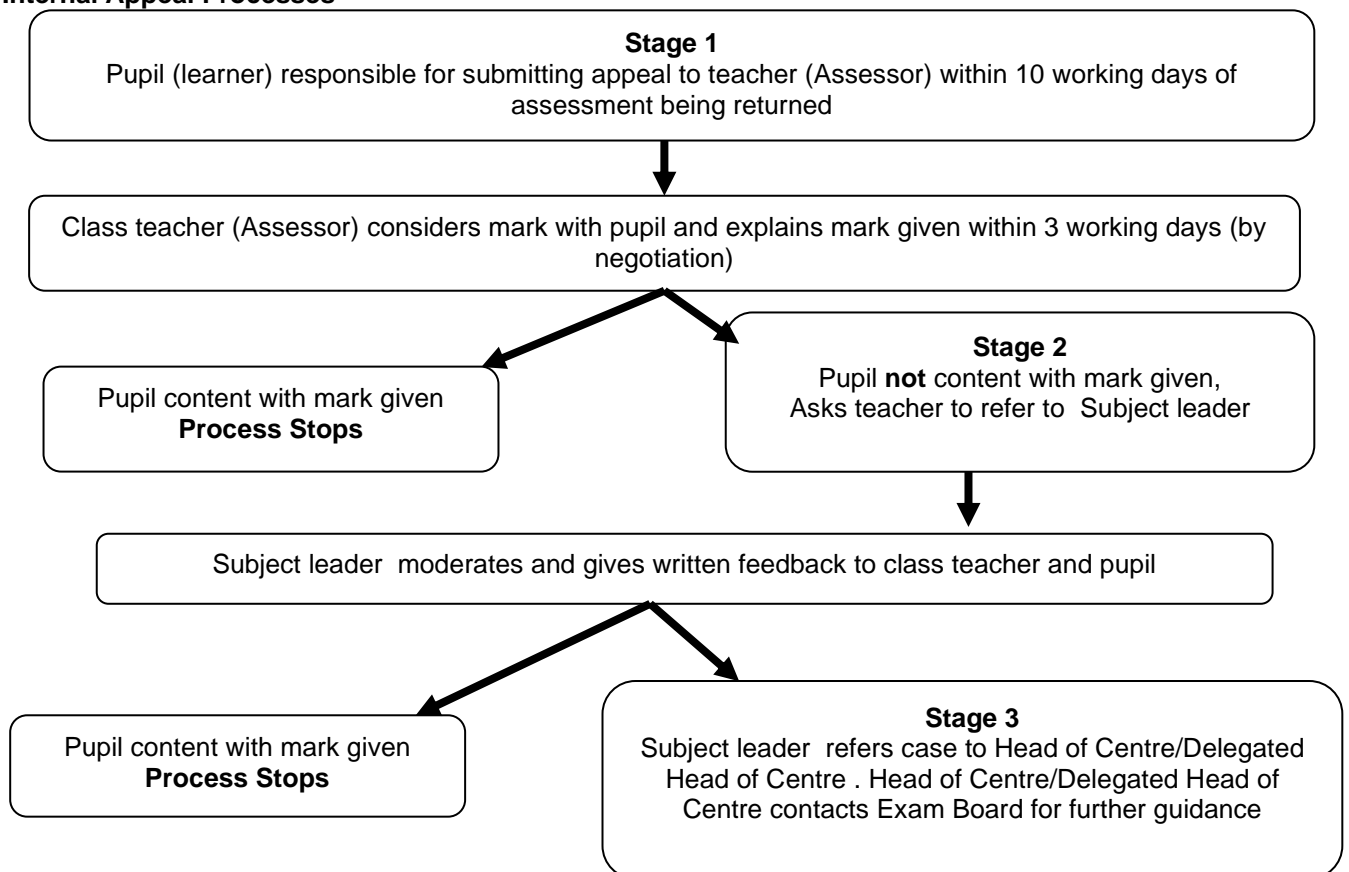
Aims:

1. To enable the pupil to enquire, question or appeal against an assessment decision.
2. To attempt to reach an agreement between the pupil and the assessor at the earliest opportunity.
3. To standardise and record any appeal to ensure openness and fairness.
4. To facilitate a pupil's ultimate right of appeal to the awarding body, where appropriate.
5. To protect the interests of all pupils and the integrity of the qualification.

In order to do this, The Westgate School will:

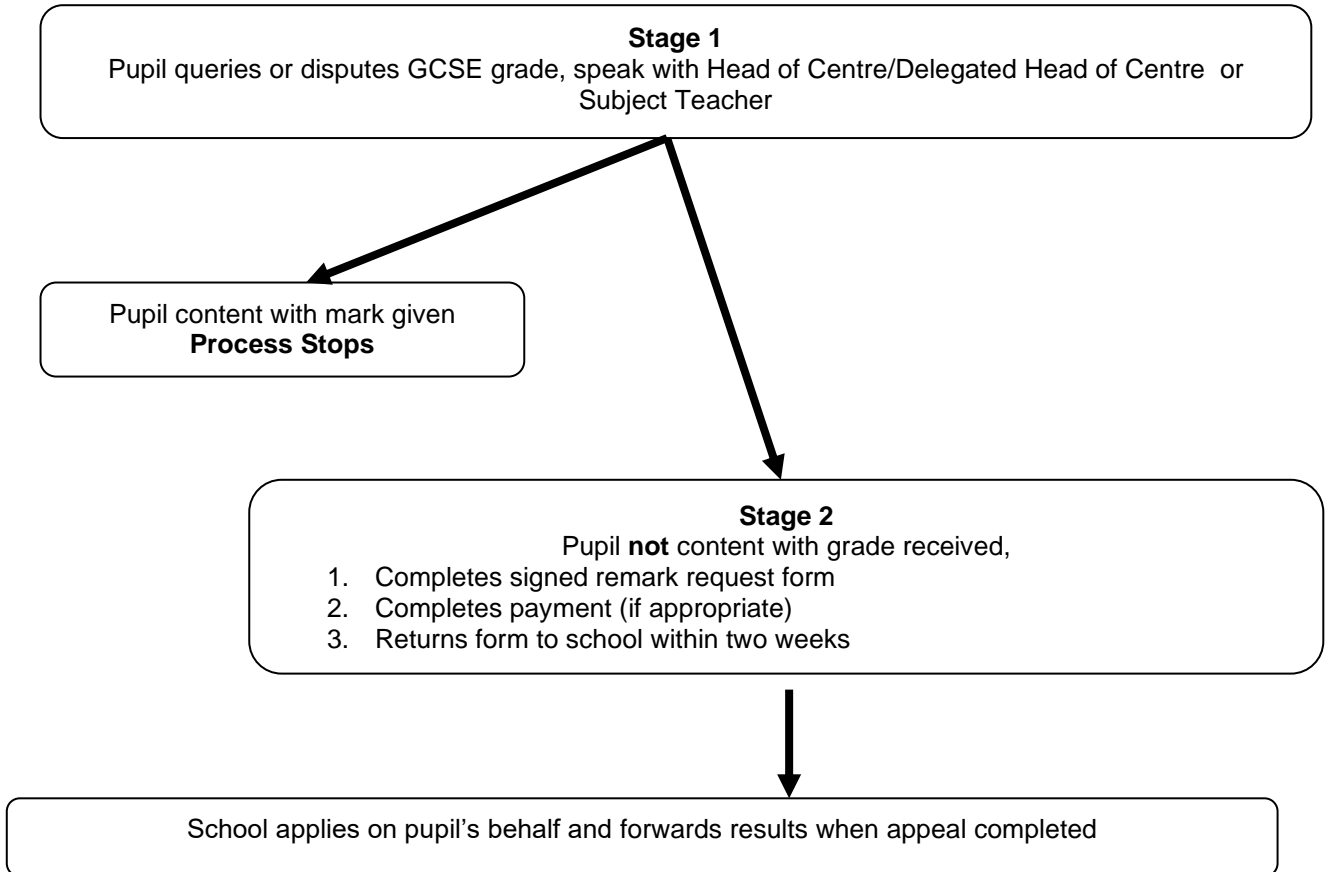
- Inform the pupil at the start of a course of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a pupil considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Take appropriate action to protect the interests of other pupil and the integrity of the qualification, when the outcomes of an appeal question the validity of other results.
- Monitor appeals to inform quality improvement.

Internal Appeal Processes



External Exams Appeals

Pupils have a right to appeal against a GCSE grade. In order to appeal pupils should read instructions on the school website and submit a written request using the form available within two weeks of receiving the GCSE results. This request should include payment if appropriate.



12. USE OF WORD PROCESSORS

The below should be viewed in conjunction with the School's Word Processor Policy (Exams). The 'normal way of working' for exams is handwritten, at The Westgate School. Although candidates may be granted use of a word processor if it is permitted under the guidance of the awarding body.

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations, or can work faster on a keyboard, or because he/she uses a laptop at home. (JCQ Access Arrangements and Reasonable Adjustment)

The SENDCo assesses whether the candidate needs an adjustment to their 'normal way of working' to allow use of a word processor. This process may involve collation of evidence from subject teachers as well as considering the following:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting (illegible and/ or affects writing speed)

The only exception to the above where the use of a word processor may be considered for a candidate would be:

- on a temporary basis as a consequence of a temporary injury at the time of the assessment. It would be expected that the request will be supported by medical evidence.
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Once the use of a word processor has been agreed it will apply to all subjects (except maths). However, the candidate does not have to use it in all subjects, e.g. they may prefer to handwrite their science paper for example. It can also be used to type certain questions only, i.e. those requiring extended writing.

Candidates are responsible for frequently saving their work in class and during the exam time.

Key Roles 2022-23

Roles	Names
Head of Centre	Fae Dean
Delegated Head of Centre	James Green