



ST MARY'S HIGH SCHOOL, NEWRY

Non-Examination Assessment and Verification Policy

January 2024

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. Non-examination Assessments form an important element of assessment in many subjects at Key Stage 4 and Post 16. Non-examination assessment are conducted in line with JCQ guidance – ‘Instructions for conducting non-examination’ assessments.

Stages and Levels of Control:

There are three stages in Non-examination assessments;

1. **Task Setting**

Depending on the subject, tasks may be set by the centre or the Awarding Organisation. In some subjects, the awarding organisation sets the task, but the centre may be able to select from a number of comparable examples or adopt a task to its own circumstances. For other subjects, centres can set the task with guidance from the awarding organisation.

2. **Task Taking**

There may be different stages to the tasks with separate levels of control. At the research stage, students may be able to work unsupervised outside the classroom, at analysis stage, students may require informal supervision and the final stage of writing up the findings and drawing conclusions, candidates are likely to work in a supervised classroom environment.

3. **Task Marking**

Students' work is usually internally marked by the class teacher according to the marks scheme and criteria provided by the Awarding Organisation before internal standardisation and external moderation takes place. In a small number of cases the Awarding Organisation will mark the Controlled/Internal Assessment.

The level of control for each stage of assessment is specified as;

- high; - similar to examination conditions
- medium; and
- low/limited

Non-examination assessment regulations set out the level of control at each process for individual subjects. The aim is to address issues of authenticity, plagiarism and comparability of process and demand across specifications in the same subject offered by different Awarding Organisation. The level of control determines who sets the assessment, the conditions for carrying out the assessment and who marks the assessment. Within any subject, varying levels of control are likely to be required across the three processes.

Internal Standardisation/Verification

Effective internal standardisation/verification ensures that the standard of assessment remains consistent over time and that there is consistency and standardisation in the assessment decisions made by different assessors. This in turn ensures that learners are treated fairly and equally in the assessment of their work.

The school will:

- Appoint teachers/assessors/internal verifiers who are sufficiently qualified and experienced to undertake the role of assessing and verifying non-examination assessment;
- Provide training and/or support to enable teachers/assessors/internal verifiers to complete their work effectively;
- Ensure the model of internal verification applied and sampling strategy adopted are appropriate for individual subject specifications;
- Ensure that internal moderation is planned prior to a course commencing;
- Ensure the centre keeps accurate internal moderation records;
- Ensure departments have an Internal Verification Plan (where necessary) and required records are maintained (IC Plans, IV Reports and any Appeals Documentation).

The purpose of the internal verification procedures is to:

- Evaluate assessment practices and decisions;
- Ensure the validity of assessment decisions;
- Ensure the standardisation of assessment decisions;
- Identify good practice and areas for improvement.

External Moderation

After the results for non-examination units have been submitted to the relevant awarding organisation, a sample of students work (as directed by each awarding organisation) will be forwarded to the external moderator. The purpose of external moderation is to ensure that the standard of marking is consistent with the requirements of the specification for each subject.

Roles and Responsibilities:

Vice Principal/Deputy Head of Centre/Quality Nominee

- Establish, monitor and review the Centre's Policy for Controlled/Internal Assessment;
- Ensure that all staff understand their roles and responsibilities in relation to the effective implementation of Controlled/Internal Assessments;
- Ensure that each department carries out non-examination assessment in accordance with the instructions and regulations issued by the Joint Council for Qualifications (JCQ) and from Awarding Organisation.

Heads of Department/Lead Internal Verifier

- Decide the best timing for the completion of non-examination assessment and ensure high level of control tasks are completed during supervised class time;
- Ensure department members are aware of and comply with the general guidelines contained in the JCQ publication “*Instructions for conducting Controlled/Internal assessments*”;
- Devise and amend Assessment Plan(s) where required by awarding organisation;
- Ensure the safe and secure conduct of non-examination assessment in their subject and comply with JCQ guidelines and Awarding Organisation subject-specific instructions;
- Ensure that 40% of overall assessment (Controlled/Internal and/or external assessment) is taken in the exam series in which the qualification is certificated;
- Inform relevant teachers in their department of their roles and responsibilities in relation to the effective implementation of non-examination assessment for their subject - for example through department meetings;
- Devise and amend Schemes of Learning to ensure they are inclusive of the requirements of non-examination assessment;
- Consult with the Learning Support Co-ordinator to arrange additional support for candidates on the special needs register;
- Ensure contingency arrangements are in place for the event of absences by candidates – for example a second, alternative date;
- All confidential materials, together with candidates work, are stored securely at all times;
- Ensure all work is correctly internally standardised and appropriate paperwork completed/submitted/retained;
- Have in place clear procedures within the department for the carrying out of non-examination assessment in accordance with JCQ and Awarding Organisation requirements and appropriate staff training takes place when needed.
- Ensure department assessment of internally assessed components are consistent in accordance with the mark schemes and guidance provided by the Awarding Organisation.
- Ensure results for non-examination units/modules are uploaded to each awarding organisation using their portal/website;
- Comply with all external moderation procedures for each awarding organisation
- In cases where non-examination assessment results have been modified through the internal standardisation and external moderation process to make necessary changes to department practice as a result of the outcome/recommendations.
- 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.

Subject Teachers/Assessors/Internal Verifiers

- Comply with the general guidelines contained in the JCQ publication “*Instructions for conducting Controlled/Internal assessments*”;
- Comply with Awarding Organisation specification for conducting Controlled/Internal assessments, including any subject-specific instructions, teachers’ notes or additional information;
- Obtain confidential materials/tasks in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times;

- Supervise assessments (**at the specified level of control**) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows. Teaching staff must keep a log in their teacher's diary including;
 - The date and time of each assessment together with its title;
 - The name of the supervising teacher;
 - A list of any absent candidates;
 - A log of any incidents which occurred during the assessment
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment;
- Provide opportunities for absent students to sit non-examination assessments, in accordance with departmental procedures;
- Mark internally assessed components using the mark schemes provided by the awarding organisation. Submit marks to the Head of Department and upload results on the awarding organisation portal/websites by the date required, keeping a record of the marks awarded;
- Participate in all department Internal Verification/Standardisation procedures;
- 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;
- At the start of a formal session of non-examination assessment remind candidates about procedures and rules;
- Explain the JCQ Notice to Candidates (for Non-examination assessments) at the start of each assessment and ensure that candidates fully understand the penalties incurred in the case of any kind of malpractice;
- Where Non-examination assessments cannot be conducted in the classroom arrange suitable accommodation where non-examination assessment can be carried out;
- In the case of formal supervision (high level of control) ensure candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices including smart watches.

Examinations Officer

- Enter students for individual units, whether assessed by non-examination assessments or external exam before the deadline for final entries; as advised by class teachers / Heads of Departments.
- Enter students' 'cash-in' codes for the terminal exam series;
- Ensure the safe receipt, storage and transmission, whether in CD, digital or hard copy format of internal assessments;
- Ensure mark sheets/results for non-examination assessment are uploaded to awarding organisations by all departments by the specified deadline.

Learning Support Co-ordinator

- Ensure access arrangements have been applied for and are given to candidates;
- Liaise with teachers/support staff to ensure all access arrangements are successfully implemented.

Malpractice:

All those involved in the public qualifications system have a role to play in supporting the appropriate delivery of assessments and upholding the integrity of qualifications. Where malpractice does occur prompt action is taken to safeguard the integrity of qualifications in accordance with JCQ requirements.

JCQ Suspected Malpractice Policies and Procedures apply to all candidates and to the school as a registered examination centres and its teaching staff delivering, assessing and internally verifying JCQ awarding body qualifications.

As a registered JCQ centre, St Mary's High School takes all reasonable steps to prevent malpractice. The school ensures:

- staff involved in the delivery of non-examination assessments understand the requirements for conducting these as specified by JCQ and in awarding body guidance.
- staff involved in the delivery of non-examination assessments understand the key dates and deadlines and that there are robust procedures in place to ensure these are met.
- teachers involved in assessing and verifying work are appropriately trained, resourced and supported.
- members of staff do not communicate any confidential information about internal assessment materials
- Ensure that staff delivering/assessing coursework or non-examination assessments have robust processes in place for identifying and reporting plagiarism or other potential candidate malpractice.
- the centre has a culture of honesty and openness so that any concerns of potential malpractice can be escalated appropriately without fear of repercussion.
- all JCQ notices, e.g. Information for candidates, nonexamination assessments, coursework, social media, plagiarism are distributed to candidates prior to assessments/examinations taking place.
- Ensure that candidates are aware of actions that constitute malpractice and the sanctions that can be imposed on those who commit malpractice.
- candidates are aware of the sanctions of passing on or receiving (even if the information was not requested) confidential assessment materials. If a candidate receives confidential information, they must report it to a member of centre staff immediately.
- candidates completing coursework or non-examination assessments are aware of the need for the work to be their own
- if suspected malpractice is identified by a member of staff it must be report directly to the Head of Centre/Deputy Head of Centre
- the Principal/Vice Principal will carry out an investigation where it is evident that a teacher has not adhered to JCQ and Awarding Organisation rules and guidelines in relation to conducting internal assessments;
- where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.
- that if an irregularity is discovered (with supporting evidence) by the class teacher/assessor prior to the candidate signing the declaration of authentication form and submission of work, the class teacher will give the student(s) an opportunity to make their work their own that will allow the teacher to authenticate the work as being the student own original submission
- if an irregularity is identified (with supporting evidence) after the candidate has signed the declaration of authentication and the work is submitted, the class teacher will inform the Head of Department and Head of Centre/Deputy Head of Centre. The Head of Centre

- will submit full details of the case to the relevant Awarding Organisation at the earliest opportunity;
- all irregularities will be responded to speedily and openly, this is in the best interests of centre staff, candidates and any others involved.

Related School Policies:

This policy is set within the broader school context of assessment and examinations and as such should be implemented in conjunction with the following school policies:

- ✚ Examinations Policy
- ✚ Examination Appeals Policy
- ✚ Curriculum Policy
- ✚ Assessment Policy

Dissemination of the Policy:

Examination Policies are available on request from the school office.

Monitoring, Evaluation and Review

The Vice Principal, Mr Fitzpatrick is responsible for monitoring, evaluating and reviewing the implementation of the non-examination assessment policy to ensure:

- ✚ the effective implementation of this policy;
- ✚ the policy is updated in light of new developments/requirements from JCQ and Awarding Organisations
- ✚ the implementation of the policy is reviewed and advise the Principal and SLT on a regular basis.

Signed by Chair of Governors: _____

Date: _____

Signed by Principal: _____

Date: _____

Date of Review: __January 2027_____