



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

NEA Policy

July 2024

This policy was approved on 17th December 2024

This is a non-statutory policy

Contents

1	Purpose of the policy.....	3
2	Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities	3
3	Task setting.....	4
4	Task marking – externally assessed components.....	6
5	Task marking – internally assessed components	6

1 Purpose of the policy

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by written papers. The regulator's definition of an examination is very narrow whereby any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment.

The purpose of this policy is to confirm that The Ecclesbourne School adheres to JCQ regulations related to NEAs by:

- Covering procedures for planning and managing non-examination assessments
- Defining staff roles and responsibilities with respect to non-examination assessments
- Managing risks associated with non-examination assessments

2 Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

2.1 The basic principles

Head of centre role and responsibilities:

- Returns a declaration (managed as part of the NCN Register annual update) to confirm awareness of, and that the relevant staff are adhering to, the latest Instructions for conducting non-examination assessments, confirming:
 - All reasonable steps have or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the GCSE English Language Spoken Language endorsement
 - All reasonable steps have or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the A level Sciences prescribed practical activities
- Ensures the centre's Non-examination Assessment Policy is fit for purpose and covers all types of NEA.
- Ensures the centre's internal appeals procedure clearly details the process to be followed by candidates, or parents/carers appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

Examinations Director role and responsibilities:

- Ensure the correct conduct of NEAs so they comply with the JCQ publications Instructions for non-examination assessments and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

QA Lead/Lead internal verifier role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for NEAs are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria

- Ensure appropriate centre-devised templates are provided to capture/record information given to candidates by subject teachers
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources, etc.

Subject lead role and responsibilities:

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensure the JCQ publication *Instructions for conducting non-examination assessments* and relevant awarding body subject specific instructions are followed in relation to the conduct of NEAs
- Work with the QA lead/Lead internal verifier to ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers

Subject teacher role and responsibilities:

- Understand and comply with the general instructions as detailed in the JCQ publication *Instructions for conducting non-examination assessments*
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting NEAs including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the Exams Officer is provided with relevant entry codes for subjects to the internal deadline for entries

Exam Officer role and responsibilities:

- Signpost the annually updated JCQ publication *Instructions for conducting non-examination assessments* to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of NEA

3 Task setting

Subject teacher role and responsibilities:

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Make candidates aware of the criteria used to assess their work

3.1 Issuing of tasks

- Identify date(s) when tasks should be taken by candidates, accessing set tasks in sufficient time to allow planning, resourcing and teaching

3.2 Supervision

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements

- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated and to ensure the work a candidate submits is their own, including where work may be completed outside of the centre
- Where candidates may work in groups, keep a record of each candidate's contribution and ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure candidates are aware of the current JCQ documents *Information for candidates – non-examination* and *Information for candidates – social media*
- Ensure candidates understand and comply with the regulations in the relevant JCQ *Information for candidates* documents
- Ensure candidates understand that information from sources must be reference and are given guidance on setting out references
- Ensure candidates are aware that they must not plagiarise other material

3.3 Advice and feedback

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or writing frames specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner

3.4 Resources

- Refer to the awarding body's specification and/or associated documentation to determine in candidates have restricted or unrestricted access to resources when planning and researching their tasks
- Referring to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications*, make candidates aware of the appropriate and inappropriate use of AI, the risks of using AI and the possible consequences of using AI in a qualification assessment
- Ensure that, where appropriate, candidates are advised to keep a detailed record of their own research, planning, resources, etc.

3.5 Authentication procedures

- Where required by the awarding body's specification, ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work.
- Sign the teacher declaration of authentication confirming the requirements have been met
- Keep candidate declaration on file until the deadline for ROR requests has passed or until any appeal, malpractice or other results enquiry has been completed (whichever is later)

4 Task marking – externally assessed components

Subject teacher role and responsibilities:

- Liaise with the Exams Officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified to the awarding body and where applicable, according to the JCQ publication *Instructions for conducting examinations*
- Liaise with the Visiting Examiner, where this is applicable, to any externally assessed component

Exams Officer role and responsibilities:

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed NEA
- Where candidate's work must be despatched to an awarding body's examiner or uploaded electronically, ensure this is completed by the date specified by the awarding body

5 Task marking – internally assessed components

5.1 After examinations / assessments

Responsibility for ensuring compliance will be escalated to:

Helen Green (Examinations Director, Assistant Head), then:

James McNamara (Headteacher)

Clarissa Ourabi (Senior Deputy Head)

David Duncker-Brown (Deputy Head)

Hannah Weller (Assistant Head)

5.1.1 Results and Post-Results

As a contingency to enable the prompt handling of urgent issues only, the centre responds to the awarding bodies' request for information regarding the contact details of a senior member of staff. This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification award at risk, can be addressed by awarding bodies with the support of that member of staff. The head of centre will ensure that this member of staff (Examinations Director) has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself (GR 5.3)

5.1.2 Main areas of compliance relate to:

The responsibility of the centre (GR 5)

- Results
- Post-results services and appeals
- Certificates

5.1.3 Reference information.

To support the understanding of regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres (GR 5)

Additional JCQ publications for reference:

- JCQ Release of results notice
- JCQ Post-Results Services (Information and guidance to centres)
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)