

Non-Examination Assessment (NEA) Policy

1. Definition

Any GCSE and A Level assessment that is not externally set and taken by all candidates at the same time under controlled conditions as specified by an awarding body is classified by the Joint Council for Qualifications (JCQ) as non-examination assessment (NEA). NEA therefore includes all work that is internally-assessed, as well as any that is internally-supervised but externally-assessed. It encompasses a number of forms of assessment, including written coursework, practical project work, investigations, performances, and spoken assessment; it also includes the practical skills endorsement element of the A Level Sciences

2 Purpose of this policy

This policy is designed to:

- cover procedures for planning and managing non-examination assessments
- define staff roles and responsibilities for non-examination assessments
- manage risks associated with non-examination assessments

The policy covers all types of non-examination assessment.

3. Key personnel

- Head of Centre – Mr Ceri Jones, Headmaster
- SLT responsible for examinations and NEA – Mr Rob Salem, Deputy Head (Director of Studies)
- Examinations Officer – Mr Malcolm Bailey
- SENDCo – Mrs Lucinda Charlesworth

4. Key Documents

All teachers involved with the delivery and/or assessment of NEA components must be familiar with this policy and with the detailed requirements and processes described in the relevant, current subject specification document, and should refer to the following documents for further more general guidance and advice.

1. Instructions for conducting non-examination assessments (JCQ)

5. Quality Assurance

Caterham School is committed to quality assurance

Marks candidates' work in accordance with the marking criteria provided by the awarding body

Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria

Informs candidates of their marks and that they are subject to change by the awarding body moderation process

Ensures candidates are informed of the timescale indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Ensures that where they teach their own child, a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

6.4.4 Internal standardisation

Head of Department

Ensures that internal standardisation of marks across assessors and teaching groups takes place as required

Through the Head of Department, submits any supporting documentation required by

Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work

Liaises with the Exams Officer when special consideration may need to be applied for a candidate taking assessments

Liaises with the Exams Officer to report loss of work to the awarding body

Exams Officer

Refers to/directs relevant staff to the relevant JCQ form and where applicable submits to the relevant awarding body

Refers to/directs relevant staff to the JCQ publication A guide to the special consideration process

Where a candidate is eligible, submits an application for special consideration, along with supporting evidence, to the awarding body within the prescribed timescale.

Keeps copies of the submission and required evidence on file to support the application

6.7 Malpractice

Head of Centre and Deputy Head (Director of Studies)

Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff

Provides/signposts relevant centre staff and candidates to post-results services information

Ensures any requests for post-results services that are available to non-examination assessments are submitted to the awarding body to deadline following the collection of consent of all candidates involved and the Head of Centre

NEA Risk Assessment

Risk/issue	Forward planning	Actions	Responsibility
Timetabling			
Schedule for NEAs or moderation visits clash with other activities for staff or pupils	Plan well ahead (e.g, at the start of the year where possible)	HoDs to use school calendar (SOCs) and Grades and Reporting Schedule (Firefly) to identify key dates; HoDs to check with DH (DoS) before visiting assessor dates confirmed; DH (DoS) to review NEA plan for the	

		awarding body subject officers if needed	
Plagiarism			
Pupils use inappropriate material or use material inappropriately	Ensure JCQ regulations on plagiarism and AI use are discussed throughout the course	EO and DH (DoS) to reinforce the importance of the guidance to all relevant teachers; Subject teachers to monitor work during lessons in order to be able to authenticate the NEA	DH (DoS), EO, HoDs, Subject teachers
Marking			
Teachers interpret marking descriptors incorrectly	Ensure appropriate training practising of marking and effective standardisation	Arrange for re-marking of work; HoDs to run effective standardisation process	HoDs, Subject teachers

Appendix 1

Reviews of marking - centre assessed marks 2023-24

(GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

Caterham 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. Caterham 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

Caterham School will:

1. 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.
2. 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.
3. having received a request for copies of materials, promptly make them available to the candidate.
4. provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. 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.
6. 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.
7. ensure that the review of marking is carried out by an assessor who has appropriate competence, has