



Non-Examined Assessment (NEA) Policy: Management of NEAs

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Section 1: Responsibilities

High Master

As Head of Centre, the High Master takes the ultimate responsibility for the running of all examinations at the school. In terms of NEAs there are specific responsibilities beneath this in order to ensure standards are upheld and that the school adheres to all criteria set out by JCQ.

Director of Assessment

- At the start of the academic year, coordinate with HoDs to schedule controlled assessments.
- Determine overall resource management requirements for the year including:
 - clashes/ problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, computers, time out of school etc.)
 - Ensure that all staff involved have access to a calendar of events.
- Promote and update internal appeals / marking policy for controlled assessments.

Undermasters

- Respond to concerns from teachers or HoDs about pupils who are either not conforming to the procedures laid out or are underperforming and are in danger of not reaching their potential.
- Decide appropriate action to resolve these concerns.

Heads of Department (including Heads of Faculty)

- Read through JCQ's 'Instructions for conducting controlled assessments'
- Read through JCQ's 'AI Use in Assessments: Protecting the Integrity of Qualifications'
- Ensure assessments comply with JCQ guidelines and Exam Boards' subject-specific instructions.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the Exam Board's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample Exam Board assessment tasks to meet local circumstances, in line with Exam Board specifications and control requirements.
- Supply to the Exams Officer details of all unit codes for controlled assessments.
- Provide opportunities for re-sitting (where possible/permitted and only exceptionally).
- In case of any major problems on the first occasion, for example staff or candidate absence, provide a second, alternative date for the controlled assessment (where possible/permitted).
- Where pupils are either not conforming to the procedures laid out or are underperforming and in danger of not reaching their potential, liaise with teaching staff and inform appropriate UMs.
- Obtain confidential materials/tasks set by Exam Boards in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Be responsible for retaining candidates' work securely between assessment sessions (if more than one) (may be delegated to teaching staff).
- Send required samples of controlled assessments to the Board or external moderator when requested.
- Retain candidates' completed work securely until the closing date for enquiries about results (may be delegated to teaching staff). 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.
- Be aware of SEN needs in any departmental NEAs and liaise closely with the Head of Learning Support and teachers, particularly in view of any extra time allowed.

- Ensure pupils ensure that pupils are aware of what constitutes malpractice; especially that all work must be their own and that they must declare all of their external sources used, including the involvement of AI tools like Chat GPT.
- Ensure that pupils and supervising teachers sign authentication forms on completion of an assessment.
- Submit marks through the Exams Office to the Exam Board when required, keeping a record of the marks awarded.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *'Instructions for conducting controlled assessments'*.
- Understand and comply with the Exam Board specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the Exam Board's website.
- At the start of the assessment, double-check that pupils are aware of what constitutes malpractice and inform the Head of Department of any issues promptly.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to pupils as the specification allows.
- Where pupils are either not conforming to the procedures laid out or are underperforming and in danger of not reaching their potential, liaise with HoD and inform appropriate UM.
- Mark internally assessed components using the mark schemes provided by the Exam Board.
- Ask the Head of Learning Support for any assistance required for the administration and management of access arrangements.

Examinations Officer

- Enter pupils for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter pupils' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Ensure marks are entered into iSAMS for transmission to the Exam Boards before deadlines.
- Where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out; liaise with senior management/HoDs if necessary.

Head of Learning Support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for learning support staff are met.

Section 2: Timings

At the start of the academic year, all Heads of Departments inform the Director of Assessment of the deadlines that candidates will be required to meet in their subject. These are collated and it is ensured that candidates will not face a number of assessments at the same time. Some tweaks may be needed to plans in consultation with the affected HoDs, Director of Assessment, Deputy Head Co-Curricular, and Deputy Head Academic.

A full timetable of NEA deadlines is published on <https://intranet.stpaulsschool.org.uk/exams>, and publicised to both staff and candidates.

Any proposed changes to timings must be approved by the Director of Assessment / Deputy Head Academic.

Section 3: Carrying out and Marking

During the carrying out of any NEA, HoDs are responsible for ensuring that they meet the JCQ requirements and requirements of the awarding body at all times. If they have any doubts at all they should consult with the awarding body / Director of Assessment. See Section 4 for advice on preventing and dealing with a number of common issues that may occur.

St Paul's is committed to ensuring that whenever its staff mark candidates' work for a non-examined assessment (NEA) this is done fairly, consistently, and in accordance with the awarding body's specification and subject-specific associated documents.

Be aware that subsequent moderation processes 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 described below aims to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that 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.

Below is the marking and review process for all NEAs

1. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. All departments commit 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.
2. Departments will ensure that candidates are informed of their centre assessed marks in writing at least 5 working days before the day of submission of work to the awarding

body so that they may request a review of the centre's marking before marks are submitted.

3. If a subject has more than one internally assessed component, candidates must be given all of their marks and can request a review of one or more of those marks.
4. Departments will 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; namely, the marked work and any relevant mark schemes. Grade boundaries for previous years must also be provided where possible. For some assessment materials, such as paintings or sculptures, it may be appropriate to only allow access under supervised conditions.
5. Departments will 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 to the Head of Department, who will 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. The request must set out under what grounds candidates wish to request a review. A review cannot be requested based on any perceived quality of teaching since the review will focus on the quality of the work submitted only.
6. Departments will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. For small departments, this could be a colleague at another school, or someone in a different department with experience of marking similar work. The reviewer will be provided with some materials from the centre's internal standardisation process that took place prior to releasing marks to candidates, as well as the work that is under review, the mark sheet for that work and any annotations that demonstrate how a mark was awarded.
7. The Head of Department will inform the candidate in writing of the outcome of the review of the centre's marking. The review should be of the mark that has been awarded.

Section 4: Risk Management

| Risk and Possible Issue | Preventative Planning | Remedial Action to Take | Staff Responsible |
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| Assessment schedule clashes with other activities | Establish priorities well ahead (ideally start of academic year) for all subjects | Plan dates in consultation with school calendar – negotiate with other parties | Deputy Head Academic, Director of Assessment, and HoDs |
| Too many assessments close together in a variety of subjects | Plan assessments so they are spaced over the duration of the course | Space assessments to allow candidates some time between assessments | Deputy Head Academic, Director of Assessment, and HoDs |
| Insufficient classroom space for candidates | Once group sizes are known at the start of the year, identify instances where regular classroom space may not be suitable to conduct controlled assessment | Use more than one classroom or multiple sittings where necessary | HoDs |
| Insufficient facilities for candidates | Plan ahead to avoid; book rooms as necessary | | HoDs |
| Candidate(s) away from school for all or part assessment | Where possible/permitted, plan alternative session(s) for candidates | | HoDs |
| Assessment is undertaken under an insufficient control level (time, resource, collaboration, and supervision) | Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required | Seek guidance from awarding body | HoDs |

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| Teaching staff do not understand supervision of controlled assessment is their responsibility | Ensure teaching staff understand nature of controlled assessments and their role in supervision | | HoDs |
| IT equipment unavailable when required | Download tasks well ahead of scheduled assessment date | Book IT equipment well ahead and download tasks before scheduled date of assessment | HoDs |
| Teaching staff unable to access assessment/task material | Test secure access rights ahead of schedule every year and every session | Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time | HoDs and Exam Officer |
| Exemplar material given to candidates and not controlled, leading to them lifting some or all of it for use in their own work | <p>Ensure teachers know that any exemplar material handed out must be collected back in</p> <p>Ensure pupils are not permitted or able to photocopy or type copy any exemplar material that is handed out, taking particular steps to mitigate the risks of pupils using smart devices to make copies.</p> <p>Check, prior to formal and final submission, that pupils are sure that work to be submitted is entirely their own.</p> | | HoDs |

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| Teaching staff fail to set tasks correctly | Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification | Seek guidance from the awarding body | HoDs |
| Assessments have not been moderated as required in the awarding body specification | Check specification and plan required moderation appropriately | Seek guidance from the awarding body | HoDs |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security | Request/obtain different assessment tasks | HoDs |
| Candidates' work not kept secure during or after assessment | Define appropriate level of security, in line with awarding body requirements, for each department as necessary | Take materials to secure storage | HoDs |
| Insufficient or insecure storage space | Look at provision for suitable storage early in the course | Find alternative spaces | HoDs |
| Deadlines not met by candidates | Ensure all candidates are briefed on deadlines/penalties for not meeting them | Mark what candidates have produced by deadline and seek guidance from awarding body on further action. | Teaching staff and HoDs |
| Deadlines for marking and/or paperwork not met by teaching staff | Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of awarding body deadlines | Seek guidance from awarding body | HoDs |

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| Candidate fails to sign authentication form | Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in | Find candidate and ensure form is signed | Teaching staff |
| Candidate uses AI software to help create their NEA | HODs to brief candidates about this before any work commences. If work is carried out in controlled conditions, teachers should move around the room to monitor what is on candidate's screens. Where work is carried out outside of lesson time, regular review and discussions of progress with candidate to ensure authenticity; insist that candidate works with software that tracks changes | Any suspicion should be reported to the Head of Department / Director of Assessment. If declaration not signed, candidate can be given the chance to re-write or declare any sections created with assistance. | Teaching staff / HODs |
| Teaching staff fail to complete authentication forms or leave before completing authentication | Ensure teaching staff understand importance of authentication forms and the requirement of a signature | Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season | HoDs |
| Teaching staff interpret marking descriptions incorrectly | Ensure appropriate training and practising of marking. Plan for sampling of marking during the practice phase. | Arrange for remarking. Consult awarding body specification for appropriate procedure | HoDs |
| Centre does not run standardisation activity as required by the awarding body | Know the requirements for standardisation for the awarding body and plan how and when standardisation will be conducted. | Check with the awarding body whether a later standardisation event can be arranged. | HoDs |

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| Candidates are not conforming to the procedures laid out or are underperforming and in danger of not reaching their potential | Ensure candidates know the procedures and keep them informed of their progress. | Liaise with relevant HOD / UM | Teachers, HoDs, and UMs |
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