



KING WILLIAM'S COLLEGE

King William's College

(I)GCSE Non-Examination Assessment Policy

Last Review Date: 11/21

Next Review: 11/22

Clare Broadbent (Deputy Head Academic)

Susan Gibson (Examinations Officer)

KING WILLIAM'S COLLEGE
(I)GCSE NON-EXAMINATION ASSESSMENT POLICY

1. Background

This policy is intended to provide guidance about the roles and responsibilities of all involved in the administration of Non-examination Assessments as part of the external public examinations system.

Roles and Responsibilities

2. Senior Leadership Team

Via the Deputy Head Academic, the Senior Leadership Team will be:

- 2.1 Accountable for the safe and secure conduct of all non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject specific instructions.
- 2.2 Map overall resource management requirements for the year. As part of this resolve:
 - 2.2.1 Clashes/problems over the timing or operation of non-examination assessments.
 - 2.2.2 Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- 2.3 Ensure that all staff involved have a calendar of events
- 2.4 Investigate any alleged malpractice and if such allegation is substantiated, apply an appropriate sanction. This sanction may include rejection of the non-examination assessment and consequently a zero mark submitted to exam board.
- 2.5 Create, publish and update an internal appeals policy for non-examination assessments (see Appendix A).

3. Heads of Department

- 3.2 Decide on the awarding body and specification.
- 3.3 Ensure that at least 40% of overall assessment (non-examination and/or external assessment) is taken in the exam series in which the qualification is certified, to satisfy the terminal assessment requirements in accordance with the awarding body specification.
- 3.4 At the start of the academic year, begin coordinating with the Exams Department to schedule non-examination assessments.
- 3.5 Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- 3.6 Ensure that individual teachers understand their responsibilities of the awarding body's specifications and are familiar with the relevant teacher's notes, and any other subject specific instructions.
- 3.7 Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- 3.8 Ensure that teaching staff inform candidates of exam and non-examination assessment regulations and of possible sanctions for malpractice.

4. Teaching Staff

- 4.2 Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.
- 4.3 Inform all prospective candidates of exam and non-examination assessment regulations and of possible sanctions for malpractice.
- 4.4 Understand and comply with the awarding body specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- 4.5 Supply to the Examinations Office details of all unit codes for non-examination assessments.
- 4.6 Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- 4.7 Supervise assessments (at the specified level of control).
- 4.8 Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- 4.9 Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- 4.10 Mark internally assessed components using the mark scheme provided by the awarding body.
- 4.11 Submit marks through iSAMS, the school's information management system, ready for the exams office to send to the awarding body when required, keeping a record of the marks awarded.
- 4.12 Retain candidates' work securely between assessment sessions (if more than one).
- 4.13 Post-completion, retain candidates' work securely until the closing date for enquiries about results.
- 4.14 In the event that an enquiry is submitted, retain candidates work securely until the outcomes of the enquiry and any subsequent appeal has been conveyed to the centre.
- 4.15 Ask the Head of Learning Support for any assistance required for the administration and management of access arrangements.

5. Exams Officer

- 5.2 At the start of the academic year, begin coordinating with Heads of Department to schedule non-examination assessments.
- 5.3 Enter students for individual units, whether assessed by non-examination assessment, external exam or on-screen test, before the deadline for final entries.
- 5.4 Enter students' 'cash-in' codes for the terminal exam series.
- 5.5 Add non-examination assessment dates and times to individual student timetables.
- 5.6 Check completion of marks in iSAMS by teaching staff, and submit electronically to awarding bodies before deadlines.
- 5.7 Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format.
- 5.8 On the few occasions where non-examination assessment cannot be conducted in the classroom, arrange suitable accommodation where non-examination assessment can be carried out, at the direction of the Senior Leadership Team.
- 5.9 Ensure access arrangements have been applied for from the relevant awarding bodies.

6. Head of Learning Support

- 6.2 Ensure relevant assessments have been completed and are in date for all students who are eligible for access arrangements.
- 6.3 Work with teaching staff to ensure requirements for support are met.

7. Related Documents

Instructions for conducting non-examination assessments, JCQ (Joint Council for Qualifications)

Appendix A

PROCEDURE FOR APPEALS AGAINST GCSE AND IGCSE INTERNALLY ASSESSED MARKS INCLUDING ENQUIRIES ABOUT RESULTS AND SANCTIONS IN THE CASE OF MALPRACTICE

King William's College is committed to ensuring that whenever staff marks candidates' Internal Assessments / Non-examination Assessments this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

N.B. For any queries relating to Internal Assessment in the IB Diploma, please consult the *IB General Regulations* document or contact the IB Co-ordinator (Alasdair Ulyett)

1. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. King William's College 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.
2. If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. N.B. an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.
3. JCQ regulations state that "as part of this procedure, candidates must be told the mark given by their centre for a centre assessed component/unit" (this currently applies to Art, Photography and Design Technology GCSE components).
4. In the circumstances of alleged malpractice by a candidate in the context of a non-examination assessment, the appropriate course of action is set out in the Non-examination Assessment Policy. If a candidate wishes to appeal the outcome of an investigation into malpractice, he/she may make use of this appeal procedure.
5. Appeals should be made as early as possible, and no later than two weeks before the last timetabled examination in the series (e.g. the last GCSE written paper in the June GCSE examination series).
6. Appeals must be made in writing by the candidate's parent/carer to the Examinations Officer within three working days of the marks being issued to the candidate.

Stage 1 – Preliminary Stage Investigation

7. The Principal will appoint a senior member of staff to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
8. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents (including, if relevant, guidance on malpractice).
9. There should be an opportunity for the teacher(s) concerned in making the assessment, (or raising an allegation of malpractice) which is the subject of the appeal, to see a copy of the appeal and to respond to this in writing, with a copy sent to the candidate.
10. The appellant will be informed in writing of the outcome of Stage 1 of the appeal within **one week** of the written appeal being made, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.

Stage 2 – Panel

11. The appeals procedure should allow the candidate bringing the appeal to have an opportunity to have a personal panel hearing if they are not happy with the written response they have received at the conclusion of Stage 1. A candidate should be given reasonable notice of the hearing date; they should have sight of all relevant documents (e.g. the marks given, the assessments made, the evidence as to malpractice etc.) to the case in advance of the hearing. Where a candidate is presenting their own case they should be allowed to be accompanied by a (single) carer/friend. The teacher(s) and candidate should have the opportunity to hear each other's submission to the panel at the hearing.
12. The panel should comprise at least two individuals who had not previously dealt with the particular case. One of the individuals should be a senior member of staff and the second another independent person, whether another member of staff, or, for example, a governor.
13. The outcome of the appeal will be made known to the Principal and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.
14. After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of King William's College and is not covered by this procedure.
15. In the context of an appeal connected with alleged malpractice, due account should be given to the JCQ and examining boards' guidance in malpractice cases. In this context, King William's College will adopt the same guidance as is taken in cases of appeal to the awarding body in malpractice cases, in so far as the following do not by themselves constitute grounds for appeal:
 - 15.1 That the individual did not intend to cheat;
 - 15.2 That the individual has an unblemished academic record;
 - 15.3 That the individual could lose a university place;
 - 15.4 That the individual regrets his/her actions.