



## **NORTHAMPTON HIGH SCHOOL**

### **ASSESSMENT RECORDING AND REPORTING POLICY**

#### **Definition**

##### **Assessment**

- is the process by which pupils' progress is measured
- enables us to analyse and meet the needs of individual pupils
- allows us to assess the effectiveness of teaching and learning
- allows us to evaluate the appropriateness and suitability of the curriculum
- informs the next stage of learning
- provides evidence to inform planning and teaching to match the learning needs of pupils
- summarises pupil performance in relation to a range of indicators for parents, pupils and staff
- should be formative and not limiting in scope

#### **Aims**

The Aims of Assessment are:

- to enable a pupil to reach their academic, creative and athletic potential
- to identify the needs of individual pupils
- to provide information and feedback on progress and achievement for pupils, parents, teachers and outside agencies
- to form an integral part of the teaching and learning process
- to recognise progress and achievement across all ability levels
- to acknowledge and celebrate success
- to facilitate reflective learning
- to encourage aspiration and self-belief

The whole school policy should be seen as a framework for individual faculty, subject, key stage and year group policies. Heads of Faculty/Subject Leaders in the Senior School and Subject Coordinators in the Junior School produce their own guidelines on assessment and recording where appropriate and these can be found in individual subject files and Faculty/Junior School Academic Handbooks.

#### **Assessment Evidence**

Evidence for Assessment is gathered through a variety of means including:

- Teacher-pupil observation, feedback and discussion
- Classwork and observations of learning in school
- Prep (formerly homework)
- Non-examined or Controlled assessments
- PIPS, MidYIS, ALIS, GL baseline testing and academic self-image tests (PASS)
- Tests and examinations (internal and external)

- Self-assessment and peer-assessment
- Moderation and team assessment

Assessment should take place on a regular basis and there are generally three formal assessment points in the senior school academic year; these are autumn, spring and summer. The summer and spring assessments may coincide with mock examinations or summer examinations.

Please note that mock examinations held in Year 11 and Year 13 will be retained by subject leaders and held securely in line with [government guidance](#). Should it be necessary to return the work to students to aid with revision, the originals should be retained and copies given to the pupils via Google Classroom.

### Criteria for Assessment

- Assessment should be based on clear and understandable objectives - avoiding simplistic approaches that place the emphasis on grades, levels/scores rather than opportunities for understanding via feedback and dialogue
- Opportunities for assessment should be built into Schemes of Work and lessons at the planning stage and in line with school's overall ARR schedule
- Assessment methods should be appropriate for the age and stage of development of the pupils
- Assessment should identify the strengths and weaknesses of pupils
- Assessment should be fair, accurate and consistent
- Assessment should inform the teachers' planning for the next stage of learning and encourage pupils to aim for higher standards
- Assessment should enable pupils to understand their position in relation to learning goals and indicate how further progress can be made

Ref. Marking policies, Prep policies and SEND policy as outlined in the policies, subject files and faculty handbooks.

Note that Non-examined Assessment (Non-examined or Controlled assessment) or NEA for GCSE and A Level public examinations are covered in separate notes in **Appendix A**.

### Assessment without Levels for Continuous Improvement

As a school we are always conscious that our assessment and reporting methods should be as helpful and relevant as possible, both for students and parents. Examination courses focus on how well candidates can demonstrate their thinking skills and at the highest grades there needs to be evidence of deep learning where students are able to analyse and synthesise ideas effectively. Our responsibility is to find ways to enhance these skills and to avoid a narrow focus or a short term approach when we prepare the students for academic success.

Research shows that outcomes can be most improved by the quality of feedback to students and this has influenced our approach to assessment in Key Stage 3. We have adopted an assessment approach in these years which moves away from a narrow focus on grades and uses feedback to develop skills for learning and to create a climate of **continuous improvement**. In the language we use, we try to refer to developing skills and positive attitudes to learning, rather than alluding innate talent or personal traits.

*According to Kohn (1994:41)), 'Never grade a student while they are still learning', as the learning stops as soon as they get a grade! Similarly, Butler (1988) investigated the effectiveness of different kinds of feedback, comparing the impact of grade only marking, comment only marking and comment and grade marking. The outcome of the study was that the students who received comment only marking produced a 30% improvement in their scores from the beginning to the end of the research period, The effect of giving both comments and grades was the same*

*as just giving a grade, suggesting that giving a grade negates any benefits the comments could have. (In <https://researchschool.org.uk/sandringham/news/effective-feedback>)*

Reporting to parents gives more specific information on academic progress using verbal indicators, rather than grades or levels. These come with advice for improvement and comments on achievement in terms of Engagement, Prep, Organisation and Subject Skills. In some subject areas students may still see occasional assessments with a grade or level and these will of course be used to inform teachers' judgements, but they will not be reported on or used in isolation and will always lead to a discussion of how to make improvements.

GCSE and A Level criteria are used to inform assessment in Years 10-13 although a commitment to a continuous improvement approach is maintained and excellent feedback is given to students to encourage this.

All faculties will have their own methods of monitoring performance and these may vary quite significantly. However, the abiding principles stated above apply to all areas and we do not generally reveal levels or grades to students in KS3, to avoid engendering a fixed view of achievement and potential. At KS4/5 public exam grades should be used carefully and alongside feedback and discussion to ensure students understand the context of the grading at each stage in the course.

Forward-focused data (MidYIS/Alis, PASS, CAT4 etc.) is to be used by all teachers and should form the basis of holistic initial analysis of the strengths and areas for development for each pupil. This is the case regardless of any additional processes faculties and teachers may have in place.

### **Reporting grades to parents**

The first time grades are used formally in assessment reporting to parents is the spring term of Year 10. As teachers we must be very conscious of the impact this will have on both students and parents and as such the context of the grades given should be considered carefully. Giving a 'realistic' or 'working at' grade (i.e. one that very accurately reflects GCSE or A Level criteria) too early can lead to a negative outlook from the student which is counterproductive.

*Our policy is to add an element of teacher judgement and enhance a grade to reflect how it might turn out in time. To do this we refer to grading as 'on track' grading.*

Indeed, there is no such thing as a true 'working at' grade since it is not possible to achieve a grade at GCSE or A Level until the course is finished. Any grades reported are therefore indicative and must be contextualised as described above using the term 'on track' grading.

As the course goes on, the grade given should increasingly reflect the actual assessment criteria for the course. Mock exams in the final year should offer a reasonably close idea of how a student might perform in the actual exam, but even at this point, there should be an element of teacher judgement in the outcome. As such the term 'on track' grading still applies. Research by John Hattie and others points to positive teacher estimates of achievement having a high impact (1.29 effect size). Teachers demonstrating their belief in students through giving a positive grade estimate can be very powerful and grade boundaries should reflect this.

If from one assessment point to another there is a significant change in performance (particularly downward) it is expected that teachers will have communicated this to students and parents in a way that ensures that any contextual information is fully grasped. This should be done before any assessment data is released to parents.

### **Targets**

Assessment grades are based on teachers' assessment of the standard reached, either 9-1 at Key Stage 4 and A\*-U at Key Stage 5. Targets are discussed with individual students in tutorials and with teachers, these do not appear in reports and the assumption is that there is a 'learning without limits' approach to achievement whereby any student could achieve excellent grades in any subject.

Pupils in Years 7 take MidYIS assessments for a pupil profile (see below) and help to give us information about their potential and possible areas that might need additional support. At Sixth Form we gather information directly from their GCSE grades and the CABT test to achieve this. Teachers should use this data in their planning and speak to academic and pastoral leaders if there are concerns which may not have been picked up from this information.

### **Predicted Grades**

The policy of the school is not to report predicted grades within reports to parents. In line with our philosophy of learning without limits, offering predictions comes with the danger of placing artificial limits on achievement and we may appear negative or unhelpful in the eyes of parents and students. The abiding principle that it is impossible to achieve a grade before the end of a course (because these are generally additive and synoptic in nature) is also reflected in this approach.

Notwithstanding the above, we do gather internal information on predicted grades and this is helpful when comparing actual outcomes with our own expectations *on a cohort-wide level*, that is, not on the level of individual students. In these predictions, teachers should make honest judgements, as positively as possible given their knowledge of outcomes and the individual circumstances of students involved.

UCAS 'predictions' follow a slightly different set of guidelines. UCAS themselves acknowledge that predictions from schools are ambitious for good reasons and will be based on a best-case scenario of possible achievement. As a school we will always work closely with students to explain the rationale for a given set of predictions, and establish that these are indeed achievable, albeit sometimes quite aspirational.

### **Recording**

The recording system should be practical and manageable for teachers, and accessible and meaningful to those for whom it is intended.

Assessments should enable teachers to report progress and achievement to pupils, other teachers, parents and others (e.g. employers, colleges or universities) in a useful and readily understood way.

Evidence of Assessment may be recorded as comments, targets, grades and marks in the following ways:

- Directly onto pupils' work or feedback sheets
- In individual teachers' mark books
- In departmental/subject records
- In central records on SIMS or in shared drives
- Email feedback
- Oral feedback (also electronically via Google Classroom and Mote)
- School reports

## Overview of academic tracking and reporting processes

### Future-focused tracking across the school

Detailed information from MidYIS Data tracking for achievement and progress is reviewed annually by the Deputy Head Academic in the Senior School and the Head of Junior School.

The range of testing has been enhanced in since 2016 with the aim of arriving at a 360-degree view of the pupils: GL Baseline tests take place at the start and end of the Reception year; in Years 1 and 2 GL testing takes place for English and Maths (and spelling in Year 2); Suffolk reading test is taken in Year 2; in Years 3-6 GL progress tests are undertaken for English, Maths, Science, Reading and Spelling; in Years 3 and 6 pupils also complete PIPS testing; Junior School pupils take GL CAT4 in Year 4 and PASS every year.

MidYIS testing takes place at Year 7, complemented by PASS data from Y7-Y11. Alis CABT testing in Year 12 complements the baseline data gathered from GCSE results. In Senior School the outcomes of MidYIS and Alis tests are used for internal tracking of results at three points in the year. At KS3 this tracking is internal only (in line with the growth mindset based 'continuous improvement' without levels approach to assessment in place), at KS4/5 results are mapped in each subject and where results are below expectations on baseline, monitoring and mentoring systems are in place to support learning.

Adjustments to the curriculum can be made following outcomes of assessments and Learning Enhancement Coordinator involvement as required for study skills etc. and/or provision mapping and individual support for learning. More detail about academic tracking in the Senior School is found below.

In the Junior School, parents receive two written reports per year. Key Stage 2 end of year reports contain examination percentages and grades as well as effort and achievement grades for the core subjects. Parents are invited to attend two parents' evenings per year. Where appropriate, parents may have more frequent meetings with staff.

In Senior School, parents generally receive two written reports per year which contain teacher judgements across a range of criteria. At KS3 reports are based on the principle of continuous improvement and comments with formative assessment information are made, GCSE or A Level Grades are used in Key Stages 4 and 5 (more details below). Parents are invited to attend one formal parents' evening per year and there are a range of meetings throughout the Senior School years when parents can meet teaching staff to discuss matters pertaining to specific stages of education.

### Key Stage 3

Data tracking is internal at 3 points in the year (including summer examinations) from MidYIS baseline tracked to 9-1 system on cohort outcomes in tests linked to expected overall subject outcome at Year 11. Data tracking leads to information to teachers about varying levels of performance against baseline. Underperformance leads to involvement of monitoring and mentoring at subject level or across subjects via the pastoral guidance team and Deputy Heads.

Feedback to parents is based on our continuous improvement philosophy and does not include grades. Progress is monitored by teachers and pupils are given feedback for improvement in books and lessons. Reporting is based on comments which give an area for improvement and comments on **key indicators** for a range of areas including progress, skills etc. (see below) that explain how pupils are performing in relation to expectations. It is possible for any pupil to achieve any indicator for progress, regardless of ability, because this relates to baseline rather than the knowledge a teacher has of the individual pupil, rather than a specific/external expectation.

Feedback to parents is via reports (one full, one short), parents' evenings (one per year) and guidance evenings (tutor evening in Y7 and GCSE years evening in Y9). This means there is at least one opportunity for parental engagement in each term. Note that in Y8 there is one report and two parents' evenings.

**Descriptors for report Key Performance Indicators** (e.g. progress, prep, subject skills etc.):

Following the discussions of a working party looking at the indicators we use in reports, agreement was reached about the value of developmental language as opposed to more 'classification' based vocabulary (good, excellent etc.). The group identified language that was progressive and constructive and included an indicator for 'attitude for learning' (which replaced the former indicator 'engagement'). Descriptors are included in each report to ensure parents and staff all have a clear understanding of what is meant by each indicator. Colours are allocated to each indicator as follows

**Indicator set** (low to high)**Acquiring** (blue)

Beginning to demonstrate the expected standard for attitude to learning, and/or knowledge, understanding and skills, at this stage. Able to acquire, recall and reproduce ideas.

**Emerging** (blue)

Shows an increasing ability to reach the expected standard for attitude to learning and/or knowledge, understanding and skills at this stage. Developing the ability to link ideas with emerging independence in thinking.

**Enhancing** (yellow)

Reliably exhibits the expected standards for attitude to learning, and/or knowledge, understanding and skills at this stage. Shows a ready capacity to link ideas and demonstrates enhanced independence of thought.

**Extending** (yellow)

Always demonstrates the expected standards for attitude to learning and/or knowledge, understanding and skills, often going beyond requirements at this stage. Shows an extended ability to apply learning in new contexts and consistently employs independent reasoning strategies.

**Mastering** (green)

Displays an elevated attitude to learning and/or shows a deep level of understanding and expertise, going well beyond the expected standard at this stage. Able to apply learning with ease in familiar and unfamiliar contexts, and instinctively masters new concepts.

Shortened versions of the above are available in SIMS for the benefit of teachers when entering data. These give an indication of what would be the appropriate level for individual students based on current achievement/attitudes to learning.

**Acquiring** (blue)

Assessed outcomes/attitudes are below expected level for this pupil

**Emerging** (blue)

Assessed outcomes/attitudes are sometimes below expected level for this pupil

**Enhancing** (yellow)

Assessed outcomes/attitudes are in line with expected level for this pupil

**Extending** (yellow)

Assessed outcomes/attitudes are sometimes above expected level for this pupil

**Mastering** (green)

Assessed outcomes/attitudes are above expected level for this pupil

**Key Stages 4 and 5**

Data tracking is internal at 2 or 3 points in the year, including summer examinations for Years 10 and 12 and mock examination results for Years 11 and 13, from MidYIS baseline tracked to 9-1 system on cohort

outcomes in tests linked to expected overall subject outcome at Year 11 or A Level grades based on Alis for Years 12-13.

The first data tracking sheets for Year 10 go in the spring term and teachers should give due consideration to the way they mark and feedback on the assessments. It is important to note that students will not at this stage have built up the relevant skills to tackle a real exam and outcomes should reflect this, building in a level of teacher judgement to 'soften' any potential for anxiety or concern. Should a result be very problematic or low, it is vital to discuss this with the student and to inform parents so that the report is not the first time they are made aware of the issue. This is also true of feedback for the first assessment in Year 12 which will potentially be even more sensitive from this point of view. An extrapolated result, suitably contextualised, is generally far better than a 'real' exam grade, which may cause distress and demotivate students.

Any possible underachievement or results that might be unusual are reviewed by pastoral and academic leaders and may lead to involvement of monitoring and mentoring at subject level or across subjects via the pastoral guidance team, Sixth Form guidance team, Deputy Heads and eventually the Headmistress.

Feedback to parents is based on GCSE or A Level 'on track' grades (from the spring term in Year 10) as explained above. Progress is monitored by teachers and pupils are given feedback for improvement in books and lessons as evidenced by examination specification levels etc. Reports give areas for improvement and comments on key indicators (as for KS3) that explain how pupils are performing in relation to expectations.

Feedback to parents is via reports, assessment tracking sheets (with comments), parents' evenings (one per year) and guidance evenings (including individual A Level course guidance meetings with parents in Year 11 and Higher Education evening in Year 12). This means there is at least one opportunity for parental engagement in each term.

Mentoring programmes are in place in KS4 and KS5 in the form of the **On Track programme** (in KS4) and **SMP** (in Sixth Form). These processes aim to support individual students whose academic performance in one or more subject has fallen short of their own expectations or ours. Students are given short term targets for improvement in individual subjects or across a number of areas and may be allocated an individual mentor to help bridge any gaps that arise, for example, in speaking to teachers to ask for specific help or guidance when needed. If the support needed is in one or two subjects the subject leader will coordinate the support with the classroom teacher involved. If it is for three or more subjects, then the tutor will coordinate responses so that parents and students are not bombarded with communications from many sources. In the Sixth Form the Director of Sixth Form will usually help coordinate any SMP needed.

### **Internal examinations in Senior School**

Following all internal examinations, most importantly mock examinations in Years 11 and 13, the full range of data available is explored in detail by the Deputy Head Academic and findings reported to pastoral and academic staff so that comprehensive monitoring and mentoring can take place. Spreadsheets and analysis documents are available to all teachers and there is analysis of individuals who may be failing to reach their full potential available to heads of faculty.

### **Access arrangements for internal examinations**

Unless there is a confirmed diagnosis of a learning disability from a recognised professional, we would not normally expect to make individual access arrangements such as extra time and rest breaks for pupils in Years 7/8. This is because the assessments in KS3 are light touch and are used only to inform planning and curriculum development generally. In addition, access arrangements for public examinations cannot be verified until Year 9, so the earlier years are in fact perhaps best seen as a useful diagnostic stage. In

Year 9, in cases where an external expert professional has identified a specific learning disability (such as dyslexia) or there is a verified reason why extra time/rest breaks may be applied, the Learning Enhancement Coordinator (LEC) will make the decision on how to manage this for each individual involved. The LEC will liaise with parents, teachers and the Head of Year to minimise any disruption or distress to the pupil(s) involved.

From Year 9 access arrangements such as extra time and rest breaks will apply as in public examinations and the LEC will advise the Heads of Year, timetabler and exam officer accordingly. For more information about access arrangements in assessments please refer to the Learning Enhancement/SEND policies.



## **Roles and Responsibilities**

### **SLT/JSLT**

SLT has a key role in the leadership of the school in monitoring assessment systems and outcomes. This is led by the Deputy Head Academic in Senior School and the Head of Junior School.

### **Faculties**

The Head of Faculty/Subject Leader has a key role in the leadership of the faculty/subject/department so that teachers can perform the tasks set out above.

### **Teachers**

The role of the teacher is to:

- Make learning objectives clear to pupils
- Help pupils to take responsibility for their own learning
- Assess pupils' work and to give feedback to them
- Undertake statutory assessments
- Use information to gauge potential
- Monitor pupil performance against potential
- Help pupils plan to make future progress
- Help pupils to identify areas for improvement, extension and enrichment
- Help underachieving pupils to identify areas for improvement
- Use assessment to inform planning
- Predict grades (within the scope of the guidance noted in this policy above)
- Record assessment information
- Report to form tutors/SLs/Heads of Faculty/SLT/JSLT etc.
- Report to parents and others as required

### **Pastoral Team**

Alongside the heads of faculties, the pastoral team leaders and Director of Sixth Form have a pivotal role in identifying and supporting students whose academic performance is falling below required or expected levels. They oversee and administer the monitoring programmes and liaise with teachers and parents alongside academic staff, to ensure that students have the necessary support to achieve their full potential.

### **Form Tutor**

The role of the form tutor is to:

- Use subject data to monitor overall progress (part of the tutorial system)
- Report back to subject teachers
- Report to parents and others as required

## Registration

In the Junior School classes are registered on SIMS Lesson Monitor in the morning and the afternoon by the class teacher. Fire lists are produced at 9:15 and 13:15, at which point, if classes are not registered, there is the possibility that fire officers will need to enter the building again to search for missing students. It is therefore vital that the morning and afternoon sessions are registered on time. The Office sends a text message to parents on the first morning of absence if there has not been any information sent to form tutors. If the form tutor has been informed it is important to enter the code in the register to avoid an unnecessary message being sent out.

In the Senior School classes are registered on SIMS Lesson Monitor for every lesson. AM Registration is taken by the form tutor and PM Registration is included as part of the lesson registration for Period 5 at 1pm. The teacher during P5 is therefore responsible for the legal duty to register for the afternoon and the register must be taken by 1:10pm.

Teachers should take the register as early as possible in the lesson or form period; it is worth logging into the computer a few minutes before the class arrives as the login process can take some time. The SIMS app can help save time when taking the register and teachers are encouraged to use this.

A dash (-) indicates that no code has been entered where one should be; **a historical dash in the register must be coded or it is flagged.**

Students who are present are marked with /. Students who are not present are generally coded as **N** (however, see below).

If a student is in a music lesson or any other event in school they are marked as present with a **comment** entered to explain (right click in the register). Likewise, where a student has been marked by the tutor as being away from school at a sporting event (**P**) or educational visit (**V**), the same coding should be continued unless they return at the beginning of a lesson. If teachers are not sure, they should use **N** and tutors will follow it up when registers are checked.

Other codes in general use are **C**, **I**, **M** and very occasionally **O**. The **I** code is for general illness and the **C** code is for other nonspecific authorised absence (a family bereavement, for example) while the **M** code is only ever used for a medical/dental appointment. The same coding should be continued through the day unless a student returns at the beginning of a lesson. The **O** code is for unauthorised absence and is only to be used by SLT on the authority of the Head. Teachers should use the **comment** function (right click in the register) when using these codes, to give brief details of the absence, in case there are queries later.

Form tutors are advised to check registers regularly and to speak to subject teachers if there are gaps in the registers, particularly where these fall in the PM registration slot as this is used for fire lists. All teachers should check their own class registers at the end of the school day. Anyone registering during P5 in senior school is also required to check these registers for accuracy and completion regularly.

Weekly checks of registers are undertaken by the pastoral team to assist form tutors in keeping them up to date. Codes for absences should be resolved within a week in normal circumstances.

The Admin will check the registers for fire list purposes each day in the morning (9:15) and afternoon (13:15). Teachers who forget to take a register at these times will be reminded immediately, followed up by SLT if required. Missing registers during lessons are flagged up in the regular updates sent by the Admin team.

Please note there is a separate policy for **absence monitoring** in Junior and Senior School.

## **Appendix A – Non-examined Assessment (Non-examined or Controlled assessments) or NEA**

Non-Examined or Controlled assessment is a form of internal assessment where control levels are set for each stage of the assessment process: task setting, task taking and task marking.

The purpose of this policy is to ensure:

- that there is a systematic and consistent procedure for the management of non-examined or controlled assessment within the school; and
- that assessment is carried out in accordance with JCQ instructions and individual awarding body specifications.

The policy will be reviewed by the Academic Deputy Head and Examinations Officer in line with changes to JCQ instructions and individual awarding body specifications.

### **Responsibilities**

#### **Head of Centre (Head)**

The Head has the overall responsibility for ensuring that non-examined or controlled assessment work is conducted in accordance with the JCQ instructions and individual awarding body specifications.

#### **Senior Leadership Team**

The Senior Leadership Team is responsible for:

- Working with Heads of Subject and Faculty to schedule non-examined or controlled assessment across KS4/5/ the academic year;
- Mapping resource management requirements for the year;
- Resolving clashes / problems over the timing or operation of non-examined or controlled assessment;
- Resolving issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.);
- Ensuring all staff and students involved have a calendar of events.

[Schools may wish to mention specific procedures, such as forms used to submit subject requirements to SLT and internal deadlines].

#### **Examinations Officer**

The Examinations Officer is responsible for:

- Familiarising themselves with the JCQ Instructions for Conducting Non-examined or Controlled assessment;
- Where confidential materials are directly received by the exams office, receiving, storing and transmitting this material securely, whether in CD or hard copy format;
- Ensuring that candidates' work is kept in secure conditions;
- Downloading and distributing marksheets for departmental use, and collecting and sending completed marksheets to awarding bodies before deadlines;
- Keeping a central record of the despatch of non-examined or controlled assessment, including recipient details and date and time sent;
- Making students aware of the Internal Appeals Procedure and regulations concerning Malpractice.

#### **Subject Leaders**

Subject Leaders are responsible for:

- Familiarising themselves with the JCQ Instructions for Conducting Non-examined or Controlled assessment and the detailed requirements of the relevant awarding body specification(s) for their subject, and ensuring these are implemented in practice;

- Supplying the Examinations Officer with details of all unit codes for non-examined or controlled assessments;
- Ensuring that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification;
- Ensuring that non-examined or controlled assessment tasks issued to candidates are appropriate to the year in which assessment will be submitted to the awarding body;
- Working with the SLT to help schedule non-examined or controlled assessment across KS4 and, where necessary, to resolve issues arising over timing or the need for resources;
- Where appropriate, developing new assessment tasks or contextualising sample awarding body assessment tasks to meet local circumstances, in line with the specification and control requirements;
- Working with the IT technical team to ensure any IT requirements are in place and tested before non-examined or controlled assessment takes place;
- Ensuring that all staff in the department understand their responsibilities with regard to non-examined or controlled assessment and the requirements of the specification, relevant teachers' notes and any other subject specific instructions;
- Ensuring that internal departmental non-examined or controlled assessment procedures and deadlines are clear and shared with all relevant staff and students;
- Ensuring that assessment materials and candidates' work are kept in secure conditions at all times. In the case of work stored electronically, this will include protection from corruption. If work is saved on memory sticks these should be backed up and locked away after each session;
- Maintaining records of non-examined or controlled assessment sessions within the department;
- Gaining informed consent of parents/carers/guardians in the event that photographs/images of candidates are used as evidence of individual contribution;
- Ensuring that internal standardisation is carried out according to the required procedures and evidence is retained of this;
- Submitting non-examined or controlled assessment marksheets to the examinations officer;
- Organising the submission of candidates' work for moderation, keeping a record of the examination numbers and names of those candidates whose work is included in the sample sent to or seen by moderators, and passing on all relevant details to the examinations officer for the central record.

### **Subject teachers**

Whilst the Subject Leader has the overview and bears the overall responsibility for non-examined or controlled assessment in the department, subject teachers are responsible for the implementation of non-examined or controlled assessment relevant to their allocated classes. Subject teachers are responsible for:

- Understanding and complying with the general guidelines in the JCQ publication Instructions for conducting non-examined or controlled assessments;
- Understanding and complying with the awarding body specification for conducting non-examined or controlled assessments, including any subject specific instructions, teachers' notes or additional information on the awarding body's website;
- Ensuring that candidates are full aware of the non-examined or controlled assessment task requirements and know the assessment criteria they are expected to meet;
- Working with the Learning Enhancement Coordinator to ensure the appropriate access arrangements are made for individual candidates;
- Ensuring the correct levels of supervision are maintained during task taking;
- Checking that candidates using electronic storage facilities only introduce permitted material into the assessment environment;
- Completing an attendance list for each non-examined or controlled assessment session, indicating the date, time, duration, supervision arrangements and details of any incidents (which should be stored with the Subject Leader)
- Recording details of the nature of any feedback or guidance given to candidates, including any advice given to individual candidates over and above that given to the class as a whole;

- Confirming that non-examined or controlled assessment was completed under the required conditions and work is that of the candidates concerned by signing the Declaration of Authentication – Non-examined or Controlled assessments;
- Marking non-examined or controlled assessment tasks in line with specification requirements and to meet internal departmental deadlines;
- Involvement in internal standardisation as required by the Subject Leader.

### **Learning Enhancement Coordinator**

The Learning Enhancement Coordinator is responsible for:

- Informing teachers of candidates with special educational needs / access arrangements at the start of an examined course, so that the appropriate arrangements can be made in class and for assessment purposes;
- Advising on the implementation of access arrangements when required.

### **Absence**

Subject teachers / leaders will accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up missed non-examined or controlled assessment. An alternative supervised session will be organised for such candidates.

Should a candidate miss non-examined or controlled assessment sessions persistently and/or without prior notice her parents will be contacted to discuss the situation.

For planned absence of a student on a day when information or a question is to be given to a group, the student may be briefed separately as long as the briefing is given after the rest of the group have the information (for example, the information could be sent out in an email to parents/students once the rest of the group has been briefed). In any event, the information given in such cases should be the same as is given to the rest of the group.

### **Repeat Submission**

Candidates who wish to re-do their submission of a non-examined or controlled assessment before the marks have been sent to the awarding body may do so, at the discretion of the centre, under specified conditions.

### **Missed Deadlines**

Subject teachers and leaders will make every effort to support candidates so that they submit work to meet published internal deadlines. Where there is a danger of a deadline being missed, the school will contact parents to discuss the matter. However, no non-examined or controlled assessment will be accepted by the school after published final deadlines. In such cases the candidate will be given either a mark for any incomplete work submitted or a zero mark if no work is submitted.

### **Internal Marks and appeals**

All candidates have a right of access to the marks awarded to them by the centre for internal assessment. Whether these are shared routinely with candidates is a matter of choice: the centre may inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process. If a candidate wishes to appeal the outcome of any Non-examined or Controlled assessment there is a separate Internal Appeals process which must be followed (see Appendix B below). Subjects should make details of this process available on their Firefly pages.

### **Retention and Return of Non-examined or Controlled assessment**

- In most cases, awarding bodies return centre-assessed work to centres after the publication of results, although they reserve the right to retain samples and also retain work which has been the subject of irregularities or malpractice investigation;
- The school holds non-examined or controlled assessment securely when it has been returned by the awarding body up to and including the deadline for the submission of enquiries about results and until any enquiry or malpractice investigation has been resolved;
- Any work no longer required will be disposed of in a confidential manner by the school.
- Candidates wishing to reclaim their work must do so in person from the Head of Department by the end of the autumn term following the examination. After this date all unclaimed non-examined or controlled assessment will be destroyed as detailed above.

### **Malpractice**

Candidates must not:

- submit work which is not their own;
- lend their own work to others or allow their work to be copied;
- allow others access to, or the use of, their own independently sourced material;
- use any books, the internet or other sources without acknowledgement or attribution;
- submit work word processed by a third party without acknowledgement.

These actions constitute malpractice, for which a penalty, (e.g. disqualification from the assessment) will be applied.

- It is the responsibility of the Examinations Officer to inform candidates of the JCQ regulations concerning malpractice, as detailed in the JCQ booklet Suspected Malpractice in Examinations and Assessments: Policies and Procedures;
- If irregularities in non-examined or controlled assessments are discovered prior to the candidate signing the declaration of authentication this will be dealt with under the school's internal procedures. Details of any work which is not the candidate's own will be recorded on the authentication form supplied by the awarding body or other appropriate place.
- If irregularities in non-examined or controlled assessments are identified by a centre after the candidate has signed the declaration of authentication, the Head will submit full details of the case to the relevant awarding body at the earliest opportunity.

### **Artificial Intelligence (AI) and coursework etc.**

In general terms, AI is treated like any other electronic resource. As outlined above, failure to correctly recognise and reference any use of AI in coursework or NEAs etc. after signing the declaration of authentication will constitute malpractice on the part of the student and will be dealt with in line with the appropriate regulations and guidance. There is more information in this [guidance from JCQ](#).

### **Mobile Phones**

Any student found in possession of a mobile phone (whether or not it is switched on and/or in use) during a formal non-examined or controlled assessment session should be disqualified from that session and the work disregarded. This is in accordance with the rules for all public examinations. As a precautionary measure, students should give their mobile phones and other mobile devices (switched off) to the teacher for safekeeping during the session.

## **Appendix B NEA Internal appeals procedure (text from appeals form):**

### **Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)**

Northampton High 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.

Northampton High School ensures that all centre staff follow a robust *Non-examination assessment policy* (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Northampton High 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.

On being informed of their centre assessed marks, if a candidate believes that the procedures were not followed in relation to the marking of their work, or that the assessor has not properly applied the mark scheme to their marking, then they may make use of this appeals procedure to consider whether to request a review of the centre's marking.

1. Northampton High School will ensure that candidates are informed of their centre assessed marks at least three weeks before the mark entry submission so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Northampton High School will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment. Information with regards to marking criteria is available on all subject sites within Firefly. A written request for copies of materials must be made within 2 working days of receiving the centre assessed mark.
3. Northampton High School will, having received a request for copies of materials, promptly make them available to the candidate within 3 working days.
4. Northampton High School will provide candidates with material in order to allow them to review copies of materials and reach a decision.
5. Northampton High School 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 by completing the Internal Appeals Form within 5 working days of receiving copies of the requested materials and must clearly identify where errors in marking been made.
6. Northampton High School will allow 4 working days 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. Northampton High School 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.
8. Northampton High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Northampton High School will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

**Note:**

The moderation process 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 is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

**Complaints procedure**

Northampton High School welcomes suggestions and comments from parents, and takes seriously concerns or complaints which may arise, as they can help us to improve the educational experience that we provide.

The purpose of the procedure

- The aim of this procedure is to achieve a fair, effective and as rapid as possible resolution of parental concerns about the education and/or welfare of individual children in the care of Trust schools.
- The expression 'parents' is used for those having parental responsibility for the child.
- These procedures apply to all parents of pupils and to prospective parents of the school. A copy of this procedure is available on request from the school office.

The internal appeals form is available from the Examinations Officer.

Policy Reviewed: Aug 2023

Policy Reviewed by: Henry Rickman, Deputy Head - Academic