



The Kassia Academy

Part of KINGS ACADEMY TRUST

NON EXAMINATION ASSESSMENT POLICY

Last reviewed: Sept 2024

Next review due by: Sept 2025

We do things differently.....

H. E. R. E

HIGH STANDARDS EMPATHY RESILIENCE EMOTIONAL RESPONSE

Senior Leadership Team

- Create, publish and update an internal appeals policy for controlled assessments.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, familiar with the relevant teachers' notes and any other subject specific instructions.

Subject Teacher

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject- specific instructions.
- At the start of the academic year, begin coordinating with other staff members to schedule assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.) Assessments should take place during timetabled class times wherever possible to minimise the impact on other parts of the curriculum.
- Map overall resource management requirements for the academic year. As part of this resolve:
 - clashes/problems over the timing or operation of controlled assessments;
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events.
- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that they fully understand their responsibilities with regard to examination assessment.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.
- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for examination assessments.

- Supply dates of controlled assessments to the exams office and relevant staff.
- 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.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. 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.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- If suspected malpractice occurs, notify the Exams Officer and Head of Centre immediately.

Examinations Officer

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use.

In exceptional circumstances where assessments cannot be conducted in the classroom, arrange suitable accommodation where assessments can be carried out at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

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