



CARDINAL NEWMAN
CATHOLIC SCHOOL

2018/19

*Date of next review:
September 2019*

**Internal
Assessment
Policy**

INTERNAL ASSESSMENT POLICY

A policy on the management and administration of internal assessments within departments

Cardinal Newman Catholic School, Hove
Centre: 56810

Context of Policy

In many new GCSE and A Level qualifications as well as existing subjects there are internal assessments that are sat and either internally or externally marked. All departments will be aware of these requirements from their specifications and have been provided with copies of relevant JCQ guidance by the Examinations Office.

Processes of internal assessment:

The process has three stages:

1. Task Setting
2. Task Taking
3. Task Marking

Task Setting:

Tasks are set either by the Awarding Body or by the Centre and in both cases must be developed according to the requirements of the specification. Where these are set by the Awarding Body, these must be issued within a week of them becoming nationally available.

Task Taking:

Three levels of control apply, which have been adopted from the controlled assessment policy:

1. Low control - students can work unsupervised outside the classroom. This is normally the research stage.
2. Medium control - students can work under informal supervision. This is normally the analysis stage.
3. High control - students complete their task under direct supervision throughout. This is the write up stage.

Task Marking:

Task marking has either a High or Medium control level. High control means that the Awarding Body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the Awarding Body in the same way as coursework. In this case, Cardinal Newman staff must use the policy to standardise marking. Under the new JCQ guidance attached (see appendix) teachers must share marks with students and parents/carers who have the right to appeal against grades awarded. The process is outlined in the appendix.

The organisation of internal assessments

Planning and organisation - Subject Leader/Teacher

1. It is the responsibility of the Subject Leader to obtain the assessment details from the appropriate specification from the relevant Awarding Body.
2. It is the responsibility of the Subject Leader/Key Stage Co-ordinator to inform Learning Support when an assessment is to take place. It is vital that clear, accurate information is provided within an appropriate timescale in order to be able to organise support. Effective communication is vital.
3. Learning Support needs to know precise dates and lessons that staff are planning to use, which teachers are involved, what sets they teach and a brief outline of the task to ensure that all students have the allocated Access arrangements.
4. All staff must be aware of the relevant level of control and conditions permitted (high, medium or low) as this will determine the level of supervision, e.g. high control means that students are under examination conditions.

Taking of internal assessments during lesson time - The Teacher

1. Internal assessments should be conducted during lesson times under the required levels of control as specified by the appropriate awarding bodies.
2. No drafts are allowed into the assessment, unless otherwise stated by the Awarding Body specification guidelines.
3. Teachers must inform Teaching Assistants the level of control the assessment is; (i.e. high or medium).
4. Where assessments run over more than one lesson, secure storage and collection of papers must be arranged within departments. All assessment materials must be locked in a suitable secure cabinet at the end of each session. This includes USB memory sticks.
5. Attendance records from assessment sessions should be kept by the class teacher.

The Use of ICT

1. Separate user accounts for examination use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away.

Access Arrangements

1. There is close liaison with the Examinations Office to ensure access to resources such as laptops, USB pens and necessary paperwork such as scribe cover sheets.
2. All Access arrangement information is available to all staff on the shared folders. It is important to stress that this document is constantly updated and therefore needs to be regularly checked. Students are frequently added or removed for a variety of reasons. As a consequence, hard copies become out of date rapidly. Please remember that these Access arrangements are their entitlement.
3. The style of the assessment will affect which students who have Access arrangements will need to come out of class. Where the assessment requires an essay style response, those students who qualify for a reader or a laptop can be accommodated within the class.

Students who may have use of a scribe will be able to come up to Learning Support to receive this support. Similarly, students who need prompting or rest breaks may come up. If the assessment is a short answer style (e.g. a Science IAA), then students who qualify for a reader may also sit the paper in LS1.

4. Teaching Assistants providing the Access arrangements are given the JCQ 'controlled assessment administration and guidance notes' to inform them of their role and responsibilities as readers, scribes and prompts. The Teaching Assistants will also have 'Declaration Sheets' which both they and the candidate need to sign.

Student Absence

1. If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
2. For long absences, special consideration should be applied for.
3. There needs to be a discussion regarding how to distribute and return papers and contingency plans for student absence.

Suspected Malpractice or Loss of Work

1. If suspected malpractice occurs, the Examinations Officers must be informed.
2. If a student's work is lost within the school, this must be reported to the examination board.

APPENDIX

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

With Effect from September 2017

Cardinal Newman Catholic School and Newman College are 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. Cardinal Newman Catholic School and Newman 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.

Candidates who have to prepare for an NEA (Non-Examination Assessment) should do so by the internal deadline set by the school and the Awarding Body. Subject Leaders **must** ensure that all NEA is ready for despatch at the correct time. The Examinations Office will keep a record of what NEA has been sent when and to whom.

It is the responsibility of the Subject Leader to ensure they have consulted the relevant Awarding Body's specification(s) to obtain the date for the issuing of marks.

Cardinal Newman Catholic School and Newman College will make arrangements for all candidates to undertake the correct task and will follow the JCQ and Awarding Body guidance and instructions regarding the conduct and organisation of non-examination assessments.

Cardinal Newman Catholic School and Newman College will 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.

Cardinal Newman Catholic School and Newman College 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.

Cardinal Newman Catholic School and Newman College will, having received a request for copies of materials, promptly make them available to the candidate. The school will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision. All requests for reviews of marking **must** be made in writing and addressed to the Examinations Officer.

Cardinal Newman Catholic School and Newman College 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.

Cardinal Newman Catholic School and Newman College 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.

The centre will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

The candidate will be informed in writing of the outcome of the review of the centre's marking.