

Non-Examination Assessments – Risk Management Policy

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Non-Examination assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Examinations Officer and Subject Leader
Too many non-examination assessments close together across GCSE subjects	Plan non-examination assessments so they are spaced over the duration of the course	Space non-examination assessments to allow candidates some time between them	Examinations Officer
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-examination assessments	Use more than one classroom or multiple sittings where necessary	Examinations Officer and SLT
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Examinations Officer and SLT

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Examinations Officer/Administrator
Teaching staff unable to access task details	Test secure access rights ahead of non-examination assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the non-examination assessment schedule	Examinations Officer/Administrator Identified Subject Teacher
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Examinations Officer/Administrator
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Examinations Officer/Administrator/ Subject Teacher/Leader

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Examinations Officer/Administrator/ Subject Leader/Subject Teacher
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject Leader/Subject Teacher
Teaching staff do not understand that the supervision of non-examination assessments is their responsibility	Ensure teaching staff fully understand the nature of non-examination assessments and their role in supervising assessments		Subject Leader
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any non-examination assessment session where a teacher is not supervising, in line with the awarding body's specification		Examinations Officer/Administrator

* Not all GCSE non-examination assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Subject Leader
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	SLT/Subject Leader
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Examinations Officer/Administrator
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Examinations Officer/Administrator
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	SLT/Examinations Officer/Administrator

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Subject Teacher/Subject Leader/SLT
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Subject Teacher/Subject Leader/SLT
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Examinations Officer/Administrator/ Assessment Supervisor
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Examinations Officer/Administrator/ Subject Teacher

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	SLT/Subject Leader/Subject Teacher
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Examinations Officer/SLT/Subject Leader/Subject Teacher

Julie Darwin and Suzanne Simm 18/07/17
Updated 02/07/18 Julie Darwin and Suzanne Simm