Rugby Free Secondary School

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Assessment Policy

Policy Details

Policy Level	School
Document Approver	Trust Board
Document Status	Draft
Applicable to	Rugby Free Secondary School
Review Frequency	Every 3 Years

Revision History

Revision	Date	Details	Approved by
0	April 2025	First Issue	

Contents

1. Introduction

"At RFSS, assessment is embedded within the daily experience of our students. Assessment is an ongoing and visible dialogue between teachers, students and parents to improve standards and help students have a clear understanding of their personal learning journey."

Ofsted's Principles of Assessment:

- Promote the practices that have been beneficial in improving outcomes for student
- Be clear that the purpose of assessment is to improve the teaching and learning skills that drive students' progress in lessons
- In addition to this, Ofsted states that learning relates to the acquisition, storage and application of taught knowledge or skills, citing that learning has only taken place should students be able to recall their learning from long-term memory ("Learning is defined as an alteration in long-term memory. If nothing has been remembered, therefore nothing has been learned.") Therefore, assessment, both formative and summative, should support and enhance the learning process, and not simply be an end-point.

As a direct consequence, the principles that underpin assessment at RFSS are as follows:

- Summative assessment is planned
- Assessment entails making decisions about what has been learned
- To assess what has been learned and stored in long-term memory, based on sequences of lessons
- To adapt and refine the Curriculum

To adapt and refine the CPD (Continuing Professional Development) offer

- Assessment is integral to the process of effective curriculum planning, teaching and learning, and monitoring and evaluation
- Is understood by parents, carers and students and acted upon by students
- Assessments are planned through Scheme of Learning (SoL) Implementation plans
- Assessment provides the springboard for academic and pastoral next steps

2. Student Understanding

The student is:

- Entitled to know how, when and for what purpose assessment will take place
- Entitled to know the criteria on which assessment is being based
- Whenever appropriate, allowed to actively participate in the process of assessment. This may involve the student in activities such as discussion selection of evidence and decision making about the learning targets.

- Entitled to receive feedback on any assessment made of his / her learning
- Entitled to know that assessment outcomes have implications and consequences for subsequent learning
- Entitled to know to whom assessment information will be communicated, and to know the substance of that communication

3. Teacher Involvement

Assessment should therefore be an integral and recognisable part of a teacher's planning. Criteria for assessment should be clear to both teacher and student, and reflect planned teaching objectives

- A variety of assessment techniques should be used that are appropriate both to the learning that has taken place, and the use to be made of the assessment outcome
- Assessment decisions should be made upon a valid and reliable body of evidence
- Assessment should allow each student the opportunity to demonstrate achievement
- Assessment should take account of the great variety of learners preferred learning styles
- Each teacher should plan and conduct assessment consistent with the practice of other teachers and in conformity with school policy
- Teachers should applaud, celebrate and display learners' achievements in ways, which will motivate learners to greater success
- Assessment arrangements must accommodate statutory assessment orders but should not be restricted by them

4. Directors of Learning

- Directors of Learning should: Keep records of all internal and external assessments relevant to their curriculum area, where appropriate
- Ensure that the principles contained in this policy are reflected in departmental policy
- Analyse and use assessment data to inform teaching and learning
- Should Conduct curriculum reviews based on the assessment's students' sit
- Should ensure their assessments are quality assured through their line manager

5. Senior Leadership Team (SLT)

The Senior Leadership Team should:

- Monitor the implementation and the impact of this policy upon assessment practice
- Implement appropriate strategies when staff do not meet the policy requirements
- Plan, update and deliver effective support, training and guidance for teachers through

its CPD offer

- Disseminate statutory requirements and procedures and liaise with other relevant bodies such as the Department for Education (DFE), Ofqual and Examining Bodies
- Fulfil the statutory responsibility to ensure the assessment, recording and reporting of the National Curriculum
- Record, analyse and publish the outcomes of assessments
- Set outcomes in context using value added criteria
- Ensure that assessment outcomes, supported by appropriate evidence, are recorded, and stored in ways that facilitate ease of access and use by teachers and, where appropriate, the learner
- Ensure that sufficient assessment information and supporting evidence about the student's achievements are available to enable other teachers to carry learning forward
- Ensure that assessment information is used alongside other information to monitor and evaluate that effectiveness of teaching strategies and programmes
- Ensure that apt and effective intervention takes place as a result of assessment

6. Educational Excellence Committee (SEEC)

- EEC Members are entitled to receive a summary of the outcomes of statutory and other formal assessments carried out by the school, along with information which sets the outcomes in context
- EEC Members should use appropriate information about assessment outcomes, as one of many performance indicators, in exercising their responsibilities for the school curriculum

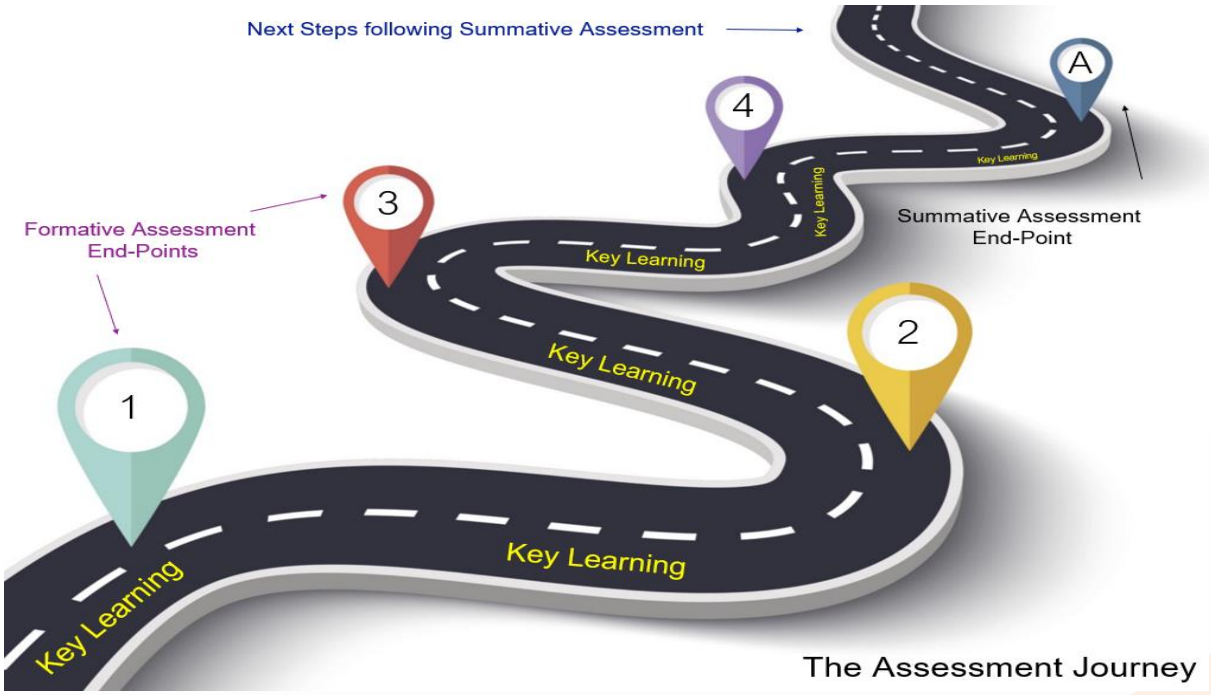
7. Parents, Carers and Local Accountability Board (LAB)

- Should receive information about the teaching programmes with which these assessments are integral and hence be able to make informed judgements about their child's attainments, progress and future learning
- Should have regular opportunities to discuss these outcomes and their judgements with teachers who know the child and have been involved in the assessments
- Are entitled to receive regular reports on their child's achievements, including the outcomes of all statutory assessments and current attainment grade
- Should be able to make informed judgements about patterns of attainment in the school and across subjects

8. Common Language

Formative end-points: These are the progress checks that lead up to the summative assessment
Summative end-points: This is the major assessment that students will sit at the end of a topic / unit

Key Learning: What are the absolute essentials that students must learn and be able to know? This key learning should enable students to 'know more, remember more, and do more.'



9. Assessment Process & Rationale

The rationale behind our assessment policy relates to the four common barriers that influence student performance during assessments, according to Educational Endowment Foundation (EEF) research.

These are as follows:

- Knowledge and understanding of content
- Vocabulary
- Adequate preparation
- Time management

As a consequence, our model is designed to remove some of these barriers at GCSE, so that students are supported when undertaking assessments, and that their own assessment journey is scaffolded through to GCSE and then A-Level.

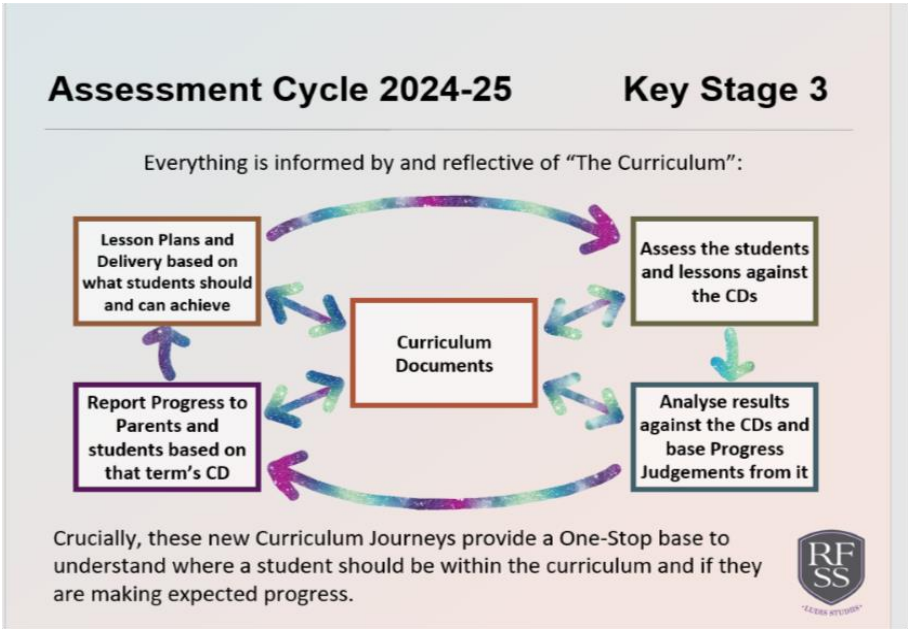
An example of our model can be seen below:

RFSS Scheme of Learning Overview: KS3

Key Stage 3 Curriculum Journey: Year 7 Overview of what is learnt						
	Half Term 1	**Half Term 2**	**Half Term 3**	**Half Term 4**	**Half Term 5**	**Half Term 6**
Topic Area	• Arithmetic procedures • Place value • Calculator skills • Negative Numbers	• HCF, LCM, prime numbers and powers • Algebra	• Co- ordinates • Units of measure • Perimeter and Area	• Data • Fractions • Probability	• Angles	• Transformations • Consolidation of whole year
Assessment type (dependent on data collection points)	Baseline Assessment to set students Low- stakes end of topic FAR sheets on topics listed	Low-stakes, end of topic FAR sheets on topics listed Longer Summative assessment on all topics taught to date	Low-stakes, end of topic FAR sheets on topics listed	Low-stakes, end of topic FAR sheets on topics listed	Low-stakes, end of topic FAR sheets on topics listed	Low-stakes, end of topic FAR sheets on topics listed Longer Summative assessment on all topics taught to date (EOY exam)
Expert: Students consistently access all (and possibly more) than the Complex Knowledge						
Complex Knowledge (6+)	• Estimating calculations by rounding to required degree of accuracy • Standard form and standard form calculations in place value • Using a calculator to solve complex calculations with powers, pi and multiple steps.	• Using Venn Diagrams to work out HCF and LCM of larger numbers • Negative cube roots • Expand and simplify double brackets with coefficient of x as 1 • Factorise quadratic expressions where the coefficient of x = 1	• Finding midpoint of a line • converting units of area • convert between mm and m or mg and kg • Using algebra in perimeter and area of shapes	• Finding missing values when given an average • Use algebra in working out averages • multi-step fraction problems. • Finding expected probabilities • relationship between relative frequency and theoretical probability • calculate the probability of independent events	• using algebra to work out missing angles on a straight line, around a point and vertically opposite. • multi-step problems involving angles in parallel lines.	• enlarge shapes with fractional scale factor • enlarge shapes with negative scale factor • combining transformations
Core Knowledge (4/5)	• ordering numbers and using the inequalities symbol • Find missing values in adding, subtracting, dividing and multiplying column method. • using long division and long multiplication (values greater than 10) when dividing and multiplying. • Apply and Use BIDMAS • Use BIDMAS in estimation calculations • Use a calculator for problems that involve fractions and brackets • compare magnitude of negative numbers including decimal values. • Using negative numbers in context and with multi step problems.	• Find the HCF and LCM of a pair of numbers • Create prime factor trees and write numbers as a product of their prime factors • Find cube numbers • Find cube roots • Simplify algebraic expressions with index laws • Expand and simplify complex expressions. • substitution of values into expressions and formulae. • solving two step equations.	• plotting co ordinates to make shapes. • solving problems involving co ordinates • plotting linear graphs from table of values including negatives. • Converting between different units that are less common. • calculate the area of trapezium • properties of 3D shapes • working out faces, edges and vertices of 3D shapes	• Draw and interpret composite and comparative bar charts • calculate averages from a list with negative and decimal values • how do anomalies and outliers effect the averages in data collection • compare and order fractions • add and subtract fractions with mixed numbers • multiply mixed numbers • dividing mixed numbers • finding the probability of an outcome • work out the probability of an event not happening • know the difference between experimental and theoretical probability	•multi step angle problems involving angles on a straight line, around a point and vertically opposite • work out angles in parallel lines alternate, corresponding and co-interior	• reflect a shape in a given line eg x = 3 • rotate a shape from any given co ordinate by 90, 180, 270 •translate a shape using vectors • enlarge a shape from a given point

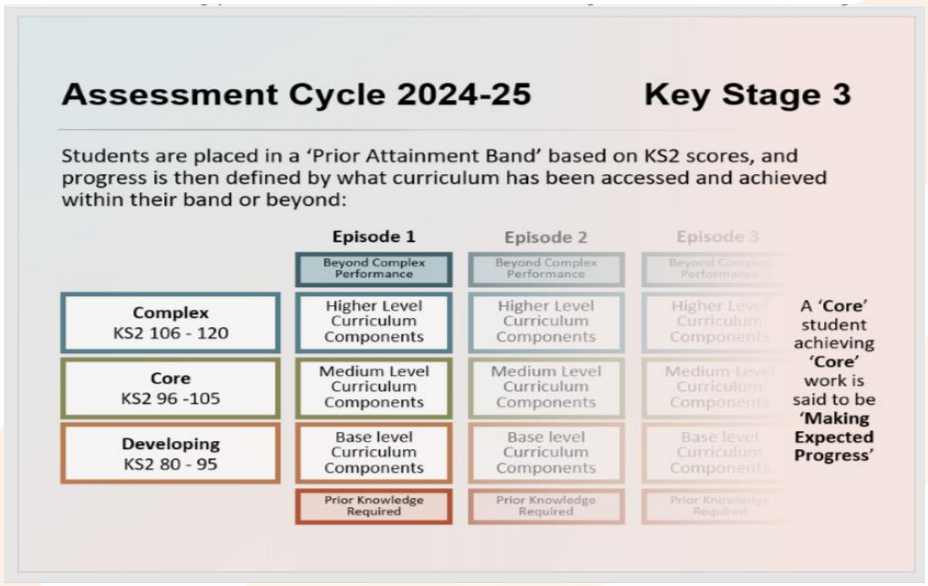
				• Draw and use sample space diagrams • Draw and use two-way tables		
Developmental Knowledge (-3)	• multiply and divide by powers of 10 • order numbers including decimals and negatives • all four operations of adding, subtracting, multiplying and dividing using the column method with decimal values. • Round to the nearest whole number • Round to the nearest 10 • Round to decimal places • Round to significant figures • basic functions of a calculator and how to use common buttons • Compare the magnitude of negative numbers • Add and subtract negative numbers • Multiply and divide negative numbers	• Finding factors of a number • Finding multiples of a number • Find common factors and common multiples • Identify square numbers • work out positive and negative square roots of a number • Use and interpret algebraic notation. • write expressions to describe situations. • Understanding the definition and characteristics of expressions, equations and formulae and identities • Simplify algebraic expressions through collecting like terms. • Expand brackets • Factorise brackets • Substitution of positive values into expressions • Solving one step equations	• plotting co ordinates in all four quadrants • Generate co ordinates from an expression to put into a table of values • plotting linear graphs from table of values • Estimating measures • Converting between different units • Calculate the perimeter of rectangles, squares, triangles other quadrilaterals and compound shapes • Calculate the area of rectangles, squares, triangles other quadrilaterals and compound shapes • Tesselate shapes	• Design questionnaires • Design table to collect data from questionnaires • Draw and interpret pictograms • Draw and interpret bar charts • Calculate the mean, mode, median and range from a list of data • simplify fractions by dividing by common factor • work out equivalent fractions • how to express one number as a fraction of another • convert improper fractions to mixed numbers • convert mixed numbers to improper fractions. • calculate fraction of amounts. • add and subtract fractions with different denominators • multiply fractions with whole numbers • divide a fraction with a fraction. • describe probability in words • know that probability is always out of 1 • using the probability scale with regards to fractions, decimals and percentages • work out probability of equally likely outcomes	• Measure angles accurately • Find missing angles in a triangle and quadrilateral •Calculate missing angles in a right angle. •Calculate missing angles on a straight line. •Calculate missing angles around a point. •Identify and calculate vertically opposite angles and know that they are equal. • identify parallel lines	• identify and use rotational symmetry • find the order of rotational symmetry of shapes • rotate a shape 90, 180, 270 • translate a shape using words eg 2 down 4 right • enlarge a shape by a scale factor
Entry Level: Not yet regularly accessing Developmental Knowledge						
Prior knowledge required	• all four operations of adding, subtracting, multiplying and dividing using the column method.	• know what a prime number is • know their timetables from their 1's to 12's.	• plot co ordinates in first quadrant	• division of numbers • calculating common factors of numbers	. • describe angles acute, right, obtuse, reflex • Draw and measure angles	• identify and use line of symmetry

How we assess the curriculum:



At RFSS, it is important to us that we assess what has been taught and therefore what has been learnt. Assessments need to tell teachers what has been learnt and what has not which should then enable teachers to adapt how they teachers to ensure all students make good progress.

All subjects have their curriculum split into 3 different levels of knowledge which is appropriate to all levels of ability. This allows us to ensure that all abilities are challenged and supported appropriately. These levels are: Developing, Core and Complex. All students learn the same knowledge and skills, but these are at a greater depth for some. Students are placed in prior attainment bands based on KS2 SATS scores as outlined in the next diagram

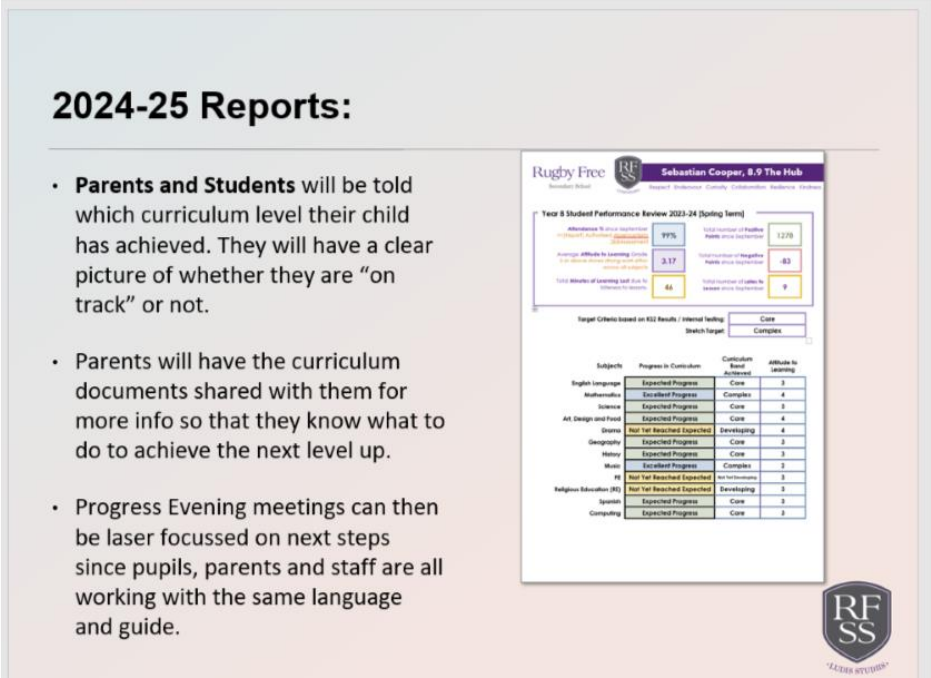


We report levels achieved and progress made based on where we believe students should be achieving as a minimum versus what they actually achieve. This might look as follows:

- A student that is in Prior Attainment Band Core achieves "Core" in an assessment makes expected progress.
- If this same student achieves "Developing", then they are "Not yet making expected progress"
- If this same student achieves "Complex", then they are making "Excellent progress"

When reports are sent home, we also share curriculum documents with parents so that they know what their child needs to do to achieve a certain grade or level.

An example of what the report looks like is in the next diagram



Before an assessment, Directors of Learning and Subject Lead are met, to ensure that their assessment adheres to the assessment principles at RFSS. Following assessments, a series of academic and pastoral interventions should take place, which can be seen below:

Teaching Staff	Directors of Learning	Pastoral Leaders
Mandatory Actions	**Mandatory Actions**	**Mandatory Actions**
• Feedback lesson to all students, where students are given whole class feedback and amend their responses where appropriate. • SET for Learning tasks to interleave questions and material from this assessment.	• Feedback lesson to all students, where students are given whole class feedback and amend their responses where appropriate. • SET for Learning tasks to interleave questions and material from this assessment. • Curriculum amendment document completed.	• Give whole year group feedback focusing on the positives and areas for improvement in a Head of Year assembly. • In tutor time, students complete activities based on key areas of focus highlighted as an area for improvement in the recent data capture. • Where students have consistently poor attitude to learning scores, parental meeting to be held and targets set. • Next Steps Evening for key students to be held by HoY and SLT Link, where appropriate.
Other Strategies	**Other Strategies**	**Other Strategies**
• Amend Seating Plan. • Parental contact made. • Subject report requested through Director of Learning. • Specific Home Learning set. • Individual / small group learning conversations offered to give bespoke feedback. • Direct student towards appropriate Catch Up Club / Home Learning Club. • Group changes requested , where appropriate.	• Change of teaching group for key students. • Key names given to SLT to be part of 'Next Steps' Evening. • Subject report issued. • Positive communications sent home to key students. • Subject CPD offer includes common student misconceptions to allow teachers to close knowledge gaps. • Request to SLT for Key Stage 3 / 4 intervention group (where possible and appropriate). • Direct student towards appropriate Catch Up Club / Home Learning Club.	• Reward students who are consistently showcasing excellent attitudes to learning. • Implement Horsforth Quadrant assemblies for Low Effort and High Effort students, with different messages given in each. • Refer to SEND or Safeguarding Team to request pastoral intervention. • Direct student towards appropriate Catch Up Club / Home Learning Club. • Request to SLT for Key Stage 3 / 4 intervention group (where possible and appropriate). • Students put on to Pastoral report. • Student trails to observe key students in lesson.

In addition to the measures above, a focused intervention programme for selected Year 7 to Year 10 students supports post-assessment strategy, with a 'Focus group cohort for each year group identified in collaboration between SLT, Key Stage Leaders, Heads of Year and Assistant Heads of Year. This intensive programme focuses on both progress and attitudes to learning. An example can be seen below:

Week	Date	Staff Lead(s)	Session Outline	Location
1	Monday 18th November 2024	BHA IGR	Goal Setting & Reflections	IGR Office
2	Monday 25th November 2024	MMI	Respect Inside & Outside of the Classroom	IGR Office
3	Monday 2nd December 2024	PED	Careers & Next Steps	IGR Office
4	Monday 9th December 2024	XWR	Communication Skills	IGR Office
5	Monday 16th December 2024	BHA IGR	Reflection Session - What Happens Next?	IGR Office

Target Grades rationale and FAQ can also be seen below:

What are my child's target grades based on?

Target grades are based on the scaled scores that students attain within their Key Stage 2 SATs assessments. In Year 6, students sit SATs assessments in Maths, English reading, English spelling, grammar and punctation, and are formally assessed on their English writing across the duration of the academic year.

The results of these assessments are converted into a scaled score. A scaled score is a representation of how many questions students have answered correctly during their SATs assessment. This scaled score ranges between 80 and 120.

Students achieving a scaled score of 100 are known to be achieving the 'expected standard'; this means that they are meeting their age-related expectations. A scaled score of 110 and above means that students are meeting the criteria for 'greater depth'; this means that they are working above their age-related expectations.

Once SATs results are released to Rugby Free Secondary School in the Summer, we begin to plot the expected journey that your child should take should they continue to meet their expectations. This journey is plotted based on a child's scaled score on entry, and then outlines their projected progress between the beginning of Year 7 and the end of Year 11. This is known as the 'flight path'. More information relating to this can be found within the accompanying PowerPoint presentation.

What if my child did not sit Sats in KS2 or was not in the country in Year 6?

We recognise that some students do not sit SATs assessments at the end of Year 6. This means that certain students may arrive at Rugby Free Secondary School with no external assessment data, and therefore no scaled scores. This may be for a variety of reasons, such as:

The student may not have taken SATs assessments due to the Covid-19 pandemic
The student has recently arrived from another country who have different assessment protocols
The student may have been removed from SATs testing requirements via a parent / carer

In these instances, CATs testing is implemented upon a student's arrival at Rugby Free Secondary School, in order for us to be able to plot the 'flight path' outlined in the previous section.

CATs tests are on-screen tests that assess your child's levels of general intelligence. They differ from SATs in that they test ability rather than knowledge. The results are used as a benchmark of your child's overall intelligence, abilities and potential, in instances in which SATs results are unavailable.

What if I feel my child's targets are too low?

If you feel that your child's target grades are too low, then please contact the school to request a CATs test. We operate different testing windows across an academic year, so your request can be accommodated. Please remember that a target grade is only a target grade, and that it does not mean that a student will definitely achieve that grade. Progress is not always linear, and every year there are several instances of students achieving above their projected target grade.

What is my child's current working at grades based on?

Current working at grades are based on several factors - they are not simply calculated based on the most recent assessment that your child has undertaken in each of their respective subjects. Current working at grades are cumulative, and are calculated using a range of information sources. These can include:

- Assessment scores and grades
- Work in class
- Mid or End of topic assessments
- Coursework / Controlled assessment scores and grades
- PPE (Pre-Public Examinations) scores and grades
- Other information that is subject-specific, such as spoken language and literacy marks

As a school what support is available if my child requires it?

There are a range of support mechanisms available at Rugby Free Secondary School. Within the academic report, there is a page related to ways in which you can support your child at home.

Within school, there are both pastoral and academic interventions that take place within each year group.

These include:

- Homework Club
- English and Maths Catch-Up Clubs
- Revision and Intervention Sessions
- Half-Term Revision Sessions
- Interventions

10. Workload and Wellbeing

In line with the Workload and Wellbeing document, there will be three assessment windows across an academic year. These assessment windows will be supplemented by reports home to parents/carers, with data uploaded to Bromcom (School Management Information

System) required at these junctures. At these points, attitude to learning scores will also be required to support academic performance data. The following data is below:

Not Meeting Expectations (1)	Sometimes Meeting Expectations (2)	Mostly Meeting Expectations (3)	Exceeding Expectations (4)
• Does not demonstrate respect and kindness to staff and/or students. • Rarely completes class work and/or homework to an acceptable standard. • Rarely shows enthusiasm for the subject and does not participate in lessons. • Rarely asks or answers questions. • Rarely works well both independently and interdependently. • Needs to work harder in order to be a role model for other students. • Does not complete work to the best of their ability. • Does not attempt to learn, meaning that effort is low. • Is ill equipped and rarely has the equipment required to learn in lessons. • Rarely arrives on time to lessons and misses out on learning as a result. • Shows little curiosity towards learning topics within lessons. • Requires too many prompts to be on task and focused. • Often prevents others from learning or the lesson from developing appropriately.	• Sometimes demonstrates respect and kindness to staff and students. • Sometimes completes work to the best of their ability. • Sometimes shows enthusiasm for the subject and can participate in lessons when they choose to do so. • Sometimes asks or answers questions. • Sometimes works well both independently and interdependently. • Could do more in order to be a role model for other students in the class. • Develops own learning but sometimes 'just enough'. • Sometimes has the equipment required to learn in lessons. • Does not arrive to lessons constantly on time, and misses out on learning as a result. • Shows some engagement towards learning topics within lessons. • Can sometimes give up in learning, especially after failure. • Sometimes prevents others from learning or the lesson from developing appropriately.	• Demonstrates respect and kindness to staff and students. • Often completes work to the best of their ability. • Often shows enthusiasm for the subject and participates in lessons, regularly responding to feedback. • Often asks and answers questions. • Works well both independently and interdependently. • A student who others look towards. • Is equipped and ready to learn. • Responds to teacher feedback. • Demonstrates curiosity towards learning content in lessons. • Arrives on time to lessons. • Often refuses to give up in learning, despite failing at least once. Has a 'can do' attitude. • Mostly adapts well to change and demonstrates flexibility, as well as helping others to manage challenges / changes.	• Actively demonstrates respect and kindness to staff and students and showcases the RFSS values. • Consistently completes class work to the best of their ability. • Regularly shows enthusiasm for the subject and actively participates in lessons, regularly responding to feedback. • Works superbly both independently and interdependently. • An exceptional role model for other students in the class. • Seeks to extend own learning through research and / or extension activities. • Wants to consistently challenge themselves by undertaking 'challenge' tasks or working in greater depth. • Is equipped and ready to learn. • Demonstrates curiosity towards learning content in & out of lessons. • Consistently refuses to give up in learning, despite failing at least once. Has a 'can do' attitude both inside and outside of the classroom. • Adapts seamlessly to change and helps others.

11.Non-Examination Assessment

Current JCQ guidelines require centres to have a non-examination assessment policy. Any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes but is not limited to: Internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'.

The purpose of non-examination assessment information is:

To cover procedures for planning and managing non-examination assessments

To define staff roles and responsibilities with respect to non-examination assessments

To manage risks associated with non-examination assessments. It is the responsibility of everyone involved in the centre's non-examination assessment processes to read, understand and implement this policy. The exam policy will be reviewed annually by the Head of Centre, Senior Leadership Team, Exams Officer and Sustainable Improvement Board.

12. Roles and Responsibilities for Non-Examination Assessment

Exams Officer

Supports the administration of Non-Examined Assessments:

- Advises the Senior Leadership Team, subject teachers, form tutors and relevant support staff on non-examination assessment procedures as set by the various awarding bodies
- Provides information about non-examined assessments in its information pack for candidates so that students understand what they need to do to comply with the regulations for non-examination assessments. It will make clear the importance of correct referencing, the nature and the consequences of plagiarism.
- Ensures that candidates and their parents are informed of the rules and regulations set by the JCQ, the awarding bodies and Rugby Free Secondary School 4 Non-examination assessment Policy
- Advises on appeals and re-marks. Arranges for dissemination of exam results and certificates to candidates
- Reports all suspicions or actual incidents of malpractice to the exam board in line with JCQ's
- General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and procedures.

Directors of Learning Responsible for the management of Non-Examined Assessments

- Reads and follows the JCQ Instructions for Conducting Non-Examined Assessments
- Notifies the Examinations Officer at the start of the year of the proposed timings for Non-Examined Assessments, in order to allow for effective planning and to avoid students having too many non-examined assessments at the same time.
- Where the school is responsible for assessment task setting, checks that the correct tasks are issued to candidates and keeps a record of the tasks set
- Checks the subject-specific requirements issued by the awarding body and ensures that all staff understand them
- Leads the standardisation process
- Ensures that candidates are informed of their centre assessed marks before internal deadlines so that they may request a review of the centre's marking before marks are submitted to the awarding body
- Familiarises themselves with awarding body procedures and deadlines for submitting marks, checks that they have access to submission platforms where relevant and involves the Exams Officer at least one month before the submission deadline if they require assistance with mark submission
- Checking the marks they are submitting to an awarding body for both addition and transcription errors before submission.

- Ensures candidates' work is kept in secure storage until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Keeps a record of names and candidate numbers for candidates whose work was included in moderation samples

Teachers

- Check the specification, awarding body information and subject specific documentation for specific NEA requirements
- Make candidates aware of the criteria used to assess their work so that they can understand what they need to do to gain credit
- Ensure there is sufficient supervision of every candidate to enable work to be authenticated and check the work that an individual candidate submits for assessment is his/her own.
- Sign a declaration of authentication after the work has been completed confirming that:
    - The work is solely that of the candidate concerned
    - The work was completed under the required conditions
- Signed candidate declarations are kept on file
- Mark work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.
- Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the school, and to enable the moderator to check that marking is in line with the assessment criteria

SENDCo (KS4) The SEND Co-Ordinator (SENDCo) (KS4)

The SENDCo and the SEND Coordinator KS4 is overall responsible for:

- Identification and testing of candidates' requirements for access arrangements.
- Collecting and storing the evidence necessary to support applications for access arrangements. Applies for access arrangements online within the deadlines set by the awarding bodies in accordance with the JCQ "Access arrangements, reasonable adjustments and special consideration" handbook
- Ensuring that testing/assessments conducted are processed online and the outcomes made available to the Exams Office and all teaching staff before the candidates are due to sit their exams/controlled assessments.

Candidates

Candidates are responsible for:

- Understanding coursework/controlled assessment regulations and signing a

declaration that authenticates the coursework/controlled assessment as their own

- Reading notices/warnings to candidates and following the rules and regulations set by Rugby Free Secondary School & JCQ for all NEAs