Non Exams Assessment Policy

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Next review: January 2027

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Governor Committee: Standard & Achievements

Non-examination assessment policy

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

This policy covers all types of non-examination assessment including those for GCSE, BTEC, NCFE and Cambridge National Qualifications.

Aims:

- 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
- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

It is the responsibility of everyone involved in the exam processes to read, understand and implement this policy.

The purpose of this policy is to ensure the school has an efficient non-examination assessment system with clear guidelines for all relevant staff.

Subject teacher
- Completes all relevant CPD, moderation and standardisation with regard to non-examination assessments
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements.
- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*
- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Makes candidates aware of the criteria used to assess their work
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Where awarding body regulations permit it, allows candidates to revise and re-draft work after advice has been given at a general level

- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it
- Tracks and keeps up to date records of learner completion of tasks
- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place and are understood and followed by candidates
- Ensures that candidates are aware of what constitutes malpractice and what possible consequences for malpractice would be
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Where appropriate, allows candidates to collaborate when carrying out research and preparatory work unless otherwise stated in the awarding body's specification, and
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually using only the published assessment grading criteria
- Where required by the awarding body's specification
  - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work. This must take place as soon as the candidate has completed the assessment
  - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, informs the Curriculum Manager
- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner/Standards Verifier where this may be applicable to any externally assessed component
- Provides the attendance register to a Visiting Examiner
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria

- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body
- Indicates on work (or cover sheet) the date of marking
- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator/standards verifier by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications
- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)
- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
    - is absent
    - produces a reduced quantity of work
    - work has been lost

- Liaises with the exams officer and subject head/lead when special consideration may need to be applied for a candidate taking assessments

Subject head/lead
- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification (awarding body tasks should always be used unless agreed with SLT curriculum and examinations lead)
- Provides clear, published dates for handouts of assignments and deadlines for assessment
- Produces a clear and accurate assessment plan at the start of the course/academic year
- Reviews subject teacher records of tracking of learner completion of tasks
- Ensures that assessment decisions are impartial, valid and reliable
- Ensures assessment practices meet current exam board assessment requirements and guidance
- Ensures procedures for internal standardisation are followed
- Develops assessment procedures that minimise the opportunity for malpractice
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, informs the exams officer and Curriculum Manager
- Maintains accurate and detailed records of assessment decisions

- Maintains and stores securely all assessment verification records in accordance with exam board standards
- Monitors standards verification/checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series
- Shares good assessment practice with other subject teams
- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Liaises with the IT manger to ensure work is saved securely in the centres correct server/cloud location.

IT Manager

- Liaises with the subject lead to ensure work is saved securely in the centres correct server/cloud location.
- Liaises with the subject lead to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.
- Ensures the data saved is regularly backed-up, across multiple server/cloud locations. The backup locations should include 1 off-site backup for contingency of data corruption, cyber attacks, malware etc.
- Implements appropriate information security arrangements (which includes protection against corruption and cyber attack).

SLT Curriculum and examinations lead

- Responsible for non-exams assessment policy, procedures and definition of roles
- Ensures staff undertake any relevant CPD in relation to non-examination assessment
- Responds to allegations of malpractice in accordance with the JCQ regulations
- Liaises with subject leads to ensure that assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Shares good assessment practice between all subject teams
- Ensures that good assessment methodology and staff roles and responsibilities are understood by all relevant teams
- Resolves the following:
  - ➢ clashes/ problems over the timing or operation of non-examined assessments.
  - ➢ issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

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Exams Officer

- Ensure subject leaders are familiar with the current relevant JCQ publications and understand their responsibilities with regard to controlled assessment and non-examination assessments
- Ensure all relevant school staff and external invigilators are familiar with and adhere to the current JCQ publication Suspected Malpractice in Examinations and Assessments.
- Responds to allegations of malpractice in accordance with the JCQ regulations
- Liaises with subject leads in order to meet deadlines for the entry of students for assessed units

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Head of Centre

- Responsible for reporting to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Signs a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities and undertake the Spoken Language endorsement.
- Ensures sufficient resources are provided to ensure that assessment can be performed accurately and appropriately

Links to Supporting documents

BTEC
https://qualifications.pearson.com/en/subjects.html

Health & Social Care (2022) | BTEC Tech Award | Pearson qualifications

NCFE
Assessment regulations and guides | NCFE

Cambridge National
Cambridge Nationals - IT Level 1/Level 2 – J836 - OCR

JCQ
Non-Examination Assessments - JCQ Joint Council for Qualifications
Instructions_NEA_25-26_FINAL.pdf
Notice-to-Centres-Informing-candidates-of-their-centre-assessed-marks_2526_FINAL.pdf
Coursework_ICC_25-26_FINAL.pdf
Malpractice_Sep25_FINAL.pdf
Regulations and Guidance - JCQ Joint Council for Qualifications
JCQ-Instructions-for-conducting-examinations-2025_6_FINAL.pdf
MFL_Listening_2025_FINAL.pdf
High-level-principles-for-the-conducting-of-MFL-and-Irish-Speaking-assessments_2526_FINAL.pdf
Disruption_Planning_24_FINAL.pdf
AI-Use-in-Assessments_Apr25_FINAL.pdf
Notice_to_Centres-teachers_sharing_non-examination_work_2025_FINAL.pdf

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