NON-EXAMINATION ASSESSMENT
(INCLUDING CONTROLLED ASSESSMENT AND COURSEWORK)
POLICY
DORIN PARK SCHOOL
(Exams/Assessments Suite)

REVIEWED: **Senior Leadership Team**

DATE: **AUTUMN 2025**

NEXT REVIEW DATE: AUTUMN 2026

This document is reviewed annually to ensure compliance with current regulations

Contents

Where reference is made to non-examination assessment, this is intended to include non-examination assessments, controlled assessment (where relevant) and coursework.

1. Aims

This policy aims to, for non-examination assessments (including controlled assessment and coursework):

- Cover procedures for planning and managing
- Define staff roles and responsibilities
- Manage associated risks associated

2. Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment (including controlled assessments and coursework) policy. This is outlined in the JCQ's instructions for conducting non-examination assessments, and the JCQ's instructions for conducting coursework. This policy also takes into account the JCQ's guidance on post-results services and general regulations for approved centres.

3. Definition

What are non-examination assessments?

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking.

What is coursework?

Coursework components assess candidates' knowledge, understanding and skills that may not readily be assessed by timed written papers. Coursework will take many different forms.

4. Roles and responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

4.1 Head of centre

The head of centre is responsible for:

- Returning a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA

- Ensuring that the centre's non-examination assessment policy is fit for purpose

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions

- Ensuring that JCQ's information for candidates is distributed to all candidates prior to assessments taking place

- Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking, and that details of this procedure are communicated and made widely available and accessible

- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

4.2 Senior leaders

Senior leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions

4.3 Subject leaders

Subject leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment, JCQ Instructions for conducting coursework and JCQ AI Use in Assessments: Protecting the Integrity of Qualifications

- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body

- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment

- Ensuring that teachers use the correct task for the year of submission

- Ensuring that teachers understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will take steps to determine the appropriate action, including potentially setting the centre-awarded mark(s) to zero.

- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times

- Undertaking appropriate departmental standardisation of non-examination assessments

4.4 Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment, JCQ Instructions for conducting coursework and JCQ AI Use in Assessments: Protecting the Integrity of Qualifications

- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website

- Marking internally assessed work to the criteria provided by the awarding body

- Advising SENCo and exams officer of the reasonable adjustments/access arrangements being used as normal way of working

- Retaining candidates' work securely between assessment sessions (if more than one) and, post-completion, until the closing date for enquiries about results or, if an enquiry is made, until its outcome and that of any subsequent appeal are conveyed to the centre

4.5 Exams officer

The exams officer is responsible for:

- Supporting the administration/management of non-examination assessment

- Collaborating with SENCo to ensure that appropriate access arrangements are made for eligible students

- Where confidential materials are received directly by the examinations office, to be responsible for the receipt, safe storage and safe transmission of same.

- Return of head of centre's signed declaration confirming that all reasonable steps have been or will be taken to ensure that all GCSE English Language candidates have had, or will have, the opportunity to undertake the Spoken Language Endorsement

4.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied

- Collaborating with examinations officer to ensure that appropriate access arrangements are made for eligible students

5. Task setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, *teachers* will:

- Select from non-examination assessment tasks provided by the awarding body, or

- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

6. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

6.1 Supervision

- Invigilators are not required

- Centres are not required to display the JCQ 'unauthorised items' poster or JCQ 'warning to candidates'

- Candidates do not need to be directly supervised at all times

- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body

- Teachers will ensure that:
    - There is sufficient supervision of every candidate to enable work to be authenticated
    - The work that an individual candidate submits for assessment is his/her own

- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own

- Where candidates work in groups, the teacher will keep a record of each candidate's contribution and ensure it is possible to attribute assessable outcomes to individual candidates

- The teacher will also:
    - Ensure that candidates understand the need to reference work
    - Give guidance on how to do this, and
    - Ensure that candidates are aware that they must not plagiarise other material

6.2 Advice and feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)

- Unless specifically prohibited by the awarding body's specification, teachers may:
    - Review candidates' work and provide oral and written advice at a general level
    - Having provided advice at a general level, allow candidates to revise and redraft work

- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner

- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given

- Teachers will not provisionally assess work and then allow candidates to revise it

- Explicitly prohibited assistance will not be given

- Failure to follow this procedure constitutes malpractice

6.3 Resources

- Teachers will be aware of the awarding body's restrictions with regard to access to resources

- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices (unless required for approved reasonable adjustments).

- Candidates will not introduce augmented notes or new resources between formally supervised sessions

- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates

6.4 Group work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work

- Where it is permitted, some assignments may be undertaken as part of a group

- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified

- Group assessment is not permitted

7. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities. When reviewing a piece of work to ensure its authenticity, teachers might compare it to other work created by the candidate.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that 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

- Teachers will sign a declaration of authentication after the work has been completed confirming that:

  o The work is solely that of the candidate concerned

  o The work was completed under the required conditions

  o Signed candidate declarations are kept on file

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the Senior Leadership Team will be informed.

Note that the awarding body will take steps to determine the appropriate action, including potentially setting the centre-awarded mark(s) to zero, if it is found during external moderation that the work has not been properly authenticated.

8. Task marking

8.1 Internally assessed work

AI will not be used as the sole means of marking candidates' work.

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded.

We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

8.2 Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

9. Malpractice

The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the [JCQ notice to centres on sharing NEA material and candidates' work](#).

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own
- Make their work available to other candidates through any medium, including social media
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet, AI or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party without acknowledgement
- Include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

10. Enquiries about results

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

11. Monitoring

This policy will be reviewed by the Exams Officer at the beginning of each academic year. At every review, the policy will be shared with the Senior Leadership Team.

12. Management of issues and potential risks

RISKS AND ISSUES	POSSIBLE REMEDIAL ACTION		STAFF
	Forward Planning	**Action**	
TIMETABLING			
Assessment schedule clashes with other activities.	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning.	Plan dates in consultation with school calendar – negotiate with other parties.	Exams Officer Senior Leadership Team
Too many assessments close together across subjects or lines of learning.	Plan assessments so they are spaced over the duration of the course.	Space assessments to at least allow candidates some time between assessments.	Exams Officer Subject Lead
ACCOMMODATION			
Insufficient space in classrooms for candidates.	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct non-examination assessment.	Use more than one classroom or multiple sittings where necessary.	Exams Officer
Insufficient facilities for all candidates.	Careful planning ahead and booking of rooms/centre facilities.		Exams Officer
DOWNLOADING AWARDING BODY SET TASKS			
IT system unavailable on day of assessment.	Download tasks well ahead of schedules assessment date in all cases.	Book IT equipment well ahead and download tasks before schedules date of assessment.	Exams Officer Network Manager
Teaching staff/assessors unable to access task details.	Test secure access rights ahead of schedule every year and every session.	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time.	Exams Officer
Loss of task details in transmission.	Download tasks well ahead of scheduled assessment date.	Report loss to awarding body for replacement; download again.	Exams Officer Network Manager

ABSENT CANDIDATES			
Candidates absent for all or part of assessment (various reasons).	Plan alternative session(s) for candidates.		Exams Officer Subject Lead
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes.	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes. NB retakes of non-examination assessment are limited.	Exams Officer Senior Leadership Team Subject Lead
CONTROL LEVELS FOR TASK TAKING			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required.	Seek guidance from the awarding body.	Exams Officer
SUPERVISION			
Student study diary/plan not provided or completed (*NB not all NEA activities require this*)	Ensure teaching staff/assessors 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 Lead
Teaching staff/assessors do not understand supervision of non-examination assessment is their responsibility.	Ensure teaching staff/assessors understand nature of non-examination assessments and their role in supervision.		Exams Officer
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising.	A suitable supervisor must be arranged for any non-examination assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		Exams Officer Senior Leadership Team
TASK SETTING			

Teaching staff/assessors fail to correctly set tasks.	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification.	Seek guidance from the awarding body.	Exams Officer Subject Lead
Assessments have not been moderated as required in the awarding body specification.	Check specification and plan required moderation appropriately.	Seek guidance from the awarding body.	Exams Officer Internal Verifier
SECURITY OF MATERIALS			
Assessment tasks not kept secure before assessment.	Ensure teaching staff understand importance of task security.	Request/obtain different assessment tasks.	Exams Officer Internal Verifier
Candidates' work not kept secure during or after assessment.	Define appropriate level of security, in line with awarding body requirements, for each department as necessary.	Take materials to secure storage.	Exams Officer Internal Verifier
Insufficient or insecure storage space.	Look at provision for suitable storage early in the course.	Find alternative spaces.	Exams Officer Senior Leadership Team
DEADLINES			
Deadlines not met by candidates.	Ensure all candidates are briefed on deadlines/penalties for not meeting them.	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Subject Lead
Deadlines for marking and/or paperwork not met by teaching staff/assessors.	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of awarding body deadlines.	Seek guidance from awarding body.	Exams Officer Internal Verifier
AUTHENTICATION			
Candidate fails to sign authentication form.	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in.	Find candidate and ensure form is signed.	Exams Officer Internal Verifier
Teaching staff/assessors fail to complete authentication forms or	Ensure teaching staff\assessors understand importance of authentication forms and the requirement of a signature.	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season.	Exams Officer Internal Verifier

leave before completing authentication.			
MARKING			
Teaching staff/assessors interpret marking descriptions incorrectly.	Ensure appropriate training and practising of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure.	Exams Officer Internal Verifier
Centre does not run standardisation activity as required by the awarding body.	Plan against the requirements for standardisation of the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Exams Officer Internal Verifier