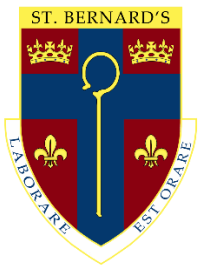


Non-Examination Assessment (NEA) Policy

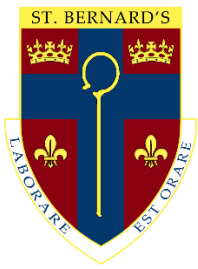
Policy Group	Exam Policies
Policy Produced By	L Hamilton
Date Policy Produced	30/03/2026
Date SLT Agreed	
Date Governors Approved	
Date of Next Review	Autumn 2026
Linked or Related Policies	Malpractice Policy /Internal Appeals Policy / Exams Contingency Policy
Named Persons in this policy	None



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Purpose of the policy

This policy confirms the JCQ requirement that St Bernard's Catholic High School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes details on how candidates' work will be authenticated.

In line with the Joint Council for Qualifications (JCQ) requirements, this policy aims to:

- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

Guidance

The JCQ requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's instructions for conducting non-examination assessments](#), which we refer to when carrying out non-examination assessments in our school. The Joint Council for Qualifications has written these instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments (Vocational and Technical Qualifications) in examination centres.

This policy also takes into account the JCQ's guidance on:

- [Post-results services](#)
- [General regulations for approved centres](#)
- [Teachers sharing non-examination assessment material and candidates' work](#)
- [Artificial intelligence \(AI\) use in assessments: protecting the integrity of qualifications](#)

Definition

The JCQ explains that (GCE and GCSE) non-examination assessments measure subject-specific knowledge and skills that can't be tested by timed written papers. There are 3 assessment stages and rules which apply to each stage:

1. Task setting
2. Task taking
3. Task marking

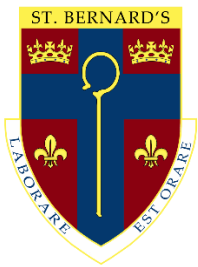
The rules often vary across subjects.

Introduction

Non-examination assessment (NEA) has replaced GCSE controlled assessment.

Instructions for task setting, task taking and task marking are all clearly explained in the specification for a course. However, there are significant variations in the level of supervision (formal/ informal/ limited) required for each element and course.

NEA requires school personnel and students to follow appropriate procedures. Some assessments may also require the allocation of resources.



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This policy sets out the roles, responsibilities and procedures to be adopted to ensure the appropriate administration of NEA within St Bernard's Catholic High School.

Principles

St Bernard's will adopt course specifications where course leaders determine they provide the most suitable content and assessment model for our students, and where a suitable delivery model can be used in line with our current curriculum model.

Course leaders will determine the specific exam board and specification to be used. This decision will be reviewed through the school's QA programme, in reviewing outcomes, in discussion with members of SLT and through student voice.

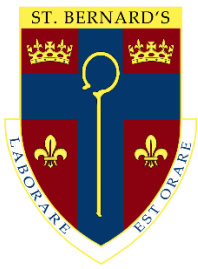
Within the constraints of the curriculum model, it is the responsibility of the course leader to determine the timing of assessments throughout the course. This will be made overt through schemes of work and in communications to the exams officer. All such decisions will be overseen by the head of centre to ensure there is an organised approach which does not disadvantage any students.

Overall St Bernard's will organise the delivery of NEA to best facilitate outcomes for our students.

Procedures

It is important that all staff contribute to the planning, preparation and delivery of NEA to ensure their smooth delivery. There are several specific activities which must be carried out to ensure that nothing restricts the students' opportunities to perform to their best in the assessments:

- Schemes of work must be updated at the start of each year to ensure that the delivery of NEA is adequately catered for. Subject leaders are responsible for ensuring this takes place and this will be overseen by SLT line managers. In particular the scheme of work must show how the students will be prepared for the NEA, the timings for the NEA (including any preparatory research) and a possible alternative schedule for students who may be absent at key times. Subject leaders must pay particular attention to the advice in their chosen specifications and ensure they meet all the necessary criteria and deadlines.
- Subject leaders must ensure that they provide each course teacher with all the guidance documents from the exam board. They must ensure that each teacher is aware of the regulations and deadlines, and are responsible for ensuring that these are followed.
- The exams officer will request information from subject leaders about the courses being delivered and their requirements for examination and NEA entries. This will be requested at the start of each year and must be returned promptly. The exams officer will check that subject leaders' instructions meet the requirements for each course (e.g. timings and nature of exam and assessments) and report to the head of centre. SLT line managers will remedy any problems found. The exams officer will then produce a plan for the year outlining the timings and nature of all exams and assessments. SLT will then decide if any adjustments are necessary to avoid clashes, either between courses or with other school activities, and inform subject leaders of this. Schemes of work will need to be edited in line with any such changes. In particular SLT will ensure that it is possible for alternative arrangements to be made for all NEA within the time constraints of the exam deadlines.
- The SENCO will liaise with all subject leaders to provide guidance on additional arrangements that may be needed for some students. Subject leaders are responsible, with the SENCO, for ensuring that arrangements are put in place for any necessary students and that all teaching staff are made aware of the nature of the arrangements. The SENCO may bring some of these arrangements to the attention of SLT if they are likely to



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need significant resourcing such as rooming, special times, ICT etc. which are not within the remit of subject leaders to organise.

- Subject leaders must ensure that all of the above information is communicated to, and understood by, those teachers involved in the delivery of courses. They should report to their SLT line manager how and when this has been completed.
- From the overall plan for the year SLT will ensure that all departments have suitable opportunities to carry out internal moderation and advise subject leaders accordingly. Subject leaders should have considered this in their planning for the year when writing their schemes of work. They must ensure that each teacher on the course is fully aware of the requirements of the examination board in marking the work. An internal moderation activity must be carried out and should be recorded as part of the QA process for the department. The subject leader must ensure that all work is marked within the guidance of the exam board and that teachers remark work where necessary. The subject leader is responsible for ensuring that the marks for the NEA are passed to the exams officer promptly and in the time requested by the exams officer. The exams officer is then responsible for ensuring that the marks are duly recorded and sent to the exam board. The head of centre will oversee this and ask the exams officer to report progress with this process to ensure the school meets all the board requirements.
- Subject leaders and teachers are responsible for ensuring that all work is securely maintained in accordance with board directions. They must ensure that they comply with all the security arrangements surrounding the handling of board provided materials for carrying out NEA. They must also ensure that students' work is similarly securely maintained. They must keep all work in a secure location in order to meet any requirements from the board for external moderation activities.
- At the end of the year the head of centre will review the process for the conduct of NEA by asking for feedback from all subject leaders and the exam officer.

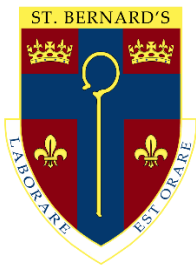
Roles and responsibilities

This section sets out the key responsibilities of staff in relation to NEAs. **For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to on page 3.**

Head of centre

The head of centre is responsible for ensuring that:

- He/she returns 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](#), [NEA VTQs](#) and [ICC](#)
- The centre's non-examination assessment policy is fit for purpose
- The non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of exams and assessments
- The JCQ's guidance on *AI use in assessments* is followed, and that candidates do not submit inauthentic work
- The centre's malpractice/plagiarism policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse
- Teachers and assessors are familiar with AI tools, their risks and AI detection tools
- The JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- The centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible



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- Candidates' and their parents/carers' attention is drawn to the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification.
- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Senior leadership team

Senior leaders are responsible for:

- The safe and secure conduct of NEA.
- Ensuring assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Ensuring that teaching staff are aware of the potential for malpractice.
- At the start of the academic year, coordinating with subject leaders to schedule NEA. (It is advisable that NEA be spread throughout the academic years of key stage 4).
- Mapping overall resource management requirements for the year. As part of this, resolving clashes/ problems over the timing or operation of NEA. Solving issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensuring that all staff involved have a calendar of events.
- Creating, publishing and updating an internal appeals policy for NEA.
- Collecting evidence from all parties listed below to inform a review of this policy.

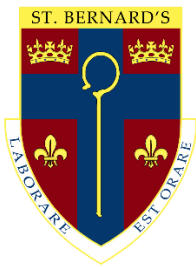
Course Leader

Course leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting NEA.
- Deciding on the awarding body and specification for a particular qualification.
- Understanding and complying with specific instructions relating to NEA.
- 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.
- Where a choice is offered, selecting an appropriate task or design their own task ensuring that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates.
- Setting the task clearly for all pupils at the date specified by the awarding body.
- Providing candidates with a clear set of marking criteria.
- Ensuring that individual teachers:
 - understand their responsibilities with regard to NEA
 - understand the requirements of the awarding body's specification
 - use the correct task for the year of submission
 - are familiar with the relevant teachers' notes, and any other subject specific instructions
 - understand what the requirements are in relation to the supervision of candidates to ensure that student work can be authenticated as their own.
- Standardising internally the marking of all teachers involved in assessing an internally assessed component.
- Ensuring that any conflict of interests (e.g. students who are related to teaching staff, or the children of friends etc.) are declared to the awarding body and the relevant work submitted for moderation even if not part of the moderation sample.
- Providing feedback to SLT as directed to inform a review of this policy.

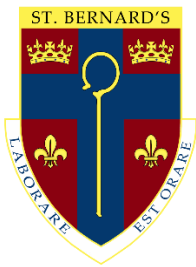
Teaching staff

Teaching staff are responsible for:



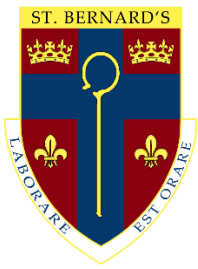
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- Understanding and complying with all guidance contained in JCQ publication *Instructions for conducting NEA*.
- Understanding and complying with JCQ guidance on *AI use in assessments*
- Understanding and complying with the awarding body specification for conducting NEA, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supplying the exams office with details of all unit codes for NEA.
- Asking the special educational needs co-ordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Ensuring that candidates understand the assessment criteria for any given assessment task.
- Ensuring that students know how to correctly reference their work and are aware they are not permitted to plagiarise material.
- Ensuring that students are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse.
- Explaining the importance to candidates of submitting their own independent work (that is a result of their own efforts and independent research) for assessments, and stressing to them and to their parents/carers the risks of malpractice.
- Only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action.
- Checking and abiding by the subject-specific requirements of the awarding body, for example regarding students' ways of working and use of resources, eg use of the internet, use of AI, group work.
- The sharing of exemplar assessment material for reference purposes encourages good teaching practice. However, teachers must closely control and supervise the issuing of work for non-examination assessment components produced by former candidates in a previous year and the sharing of exemplar non-examination assessment. This will ensure that candidates do not use such material for their own work.
- Centres must keep live non-examination assessment material* and candidates' work secure and confidential at all times whilst in their possession. Teaching staff must not share live non-examination assessments with candidates or post candidates' work on social media. (*Live non-examination assessment material is defined as any work on a topic which has been set either by an awarding body or the centre for a current or future examination series, even if the work was completed in a previous year.)
- Teachers must inform candidates that the copying of any non-examination assessment material in order to present it as their own constitutes malpractice. Candidates must not submit work which is not their own. Further information may be found within section 9 of the JCQ document *Instructions for conducting non-examination assessments*.
- Teachers must not encourage candidates to assist one another when producing work.
- Teachers must remind candidates that they must not make their work available to others through any medium: they must not, for example, post and share their work on social media (<http://www.jcq.org.uk/exams-office/information-for-candidates-documents>).
- Where the specification permits some assignments to be undertaken as part of a group, reference should be made to paragraph 4.5 of the JCQ document *Instructions for conducting non-examination assessments* and the awarding body's specification.
- Exemplar material produced by an awarding body must be used in accordance with the awarding body's instructions. If teachers are in any doubt, they should contact the awarding body for subject-specific advice and guidance.
- Teachers or centres must only use non-examination assessment tasks and documentation for delivery to their candidates. Any attempt to use the non-examination assessment materials for commercial gain, or any breach of the confidentiality of those materials, will be treated as malpractice.
- Teachers **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).



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- Undertaking the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Supervising assessments - at the specified level of control - to ensure that the work that an individual candidate submits for assessment is his/her own.
- Ensuring that, where required by the awarding body's specifications, students and supervising teachers sign authentication forms as soon as a candidate has completed an assessment. Keep these declarations on file until the deadline for requesting a review of results has passed, or until any appeal, malpractice or other results enquiry has been completed.
- Unless specifically prohibited by the awarding body's specification, teachers may:
 - Review candidates' work and providing 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 permitted 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 **must 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.
- Internally Assessed Work:
 - Marking internally assessed components using the criteria/mark schemes provided by the awarding body. Annotation will be used to provide evidence to indicate how and why marks have been awarded in line with the relevant guidance.
 - Teachers will not use AI as a means of marking candidates' work.
 - Informing 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. Making clear to candidates that any internally assessed marks are subject to change during the moderation process.
- 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. This register must be retained until the deadline for requesting a review has passed.
 - Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.
- Submitting marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retaining candidates' work securely between assessment sessions (if more than one).
- Post-completion, retaining candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retaining candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Asking the Exams Officer for advice in circumstances where special consideration may apply.
- Escalating and reporting any alleged, suspected or actual incidents of malpractice to the senior leadership team to ensure relevant awarding body requirements are followed.
- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with the IT Manager, takes steps to protect any work stored electronically from corruption and has a back-up procedure in place



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- If retention is a problem because of the nature of the work, retains some form of evidence such as photos, audio or media recordings
- Providing feedback to SLT as directed to inform a review of this policy.

Exams officer

The Exams Officer is responsible for:

- Supporting the administration/management of NEA.
- Entering students for individual units, whether assessed by NEA, external exam or on-screen test, before the deadline for final entries.
- Entering students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Downloading and distributing marksheets for teaching staff to use, and collecting and sending marksheets to awarding bodies before deadlines.
- On the few occasions where NEA cannot be conducted in the classroom, arranging suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Accesses or signposts any moderator reports/feedback forms to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Providing feedback to SLT as directed to inform a review of this policy.

Special educational needs coordinator (SENCo)/additional learning support

The SENCo is responsible for:

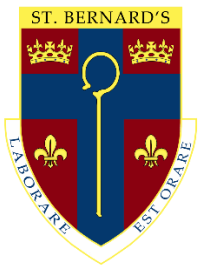
- Ensuring that all relevant staff are aware of any access arrangements that need to be applied.
- Ensuring all access arrangements have been applied for.
- Working with teaching staff to ensure requirements for support staff are met.
- Providing feedback to SLT as directed to inform a review of this policy.

Malpractice

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

Head of centre

- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates-or centre staff
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)
- Is familiar with the JCQ document [Suspected Malpractice: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessments or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself



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Teachers will:

- Familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.
- 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 or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party or used AI tools, without acknowledgement of how and when this was used
- 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.

Where irregularities are identified before an authentication statement has been signed (where required), the irregularity won't be reported to the awarding body – though if the awarding body's confidential assessment material has been breached, this will be reported. Otherwise, this irregularity will be reviewed internally and detailed records kept of the irregularities.

Where irregularities have been identified after the candidate has signed an authentication statement (where required), the head of centre will notify the relevant awarding body as soon as reasonably practicable using form JCQ/M1.

Where examiners or moderators identify irregularities after the candidate has signed the authentication statement, the awarding body will instruct the centre to conduct an investigation and report its findings.

The penalties that may be imposed when irregularities have been discovered after an authentication statement has been signed are as follows:

- The piece of work will be awarded zero marks
- The candidate will be disqualified from that component for the examination series
- The candidate will be disqualified from the whole subject for the examination series
- The candidate will be disqualified from all subjects and barred from re-entering for a period of time.

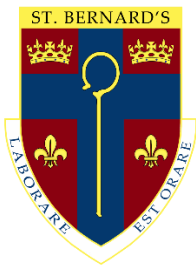
Internal Appeals

Students have the right of appeal in situations where they feel their work has been assessed inappropriately or incorrectly. Please see the internal appeals policy.

Post-results service

Head of centre

- Is familiar with the JCQ document [Post-Results Services](#)
- Ensures the centre's *internal appeals procedure* clearly details the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal



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Course leader

- Provides relevant support to subject teachers making decisions about reviews of results

Teaching staff

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ document [Post-Results Services \(Information and guidance to centres...\)](#)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to centre-assessed work are submitted online via the awarding body secure extranet site to deadline.

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, 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 Spoken Language endorsement.

Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

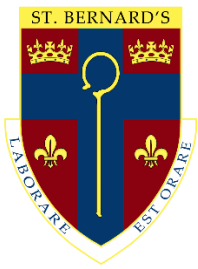
- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction* or *Not Classified*) and the storage and submission of recordings



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Exams officer

- Follows the awarding body's instructions for the submission of grades and recordings