



# **Examinations Policy**

## **Non-Examination Assessment and Controlled Assessment**

Headteacher: Ms C Senior  
Chair of Governors: Mr W Stone

	Date	Name	Signature
Policy Date	September 2025		
Review Date	September 2026		
Review Period	Annually		
Lead Person	DHT, Curriculum	Fiona Minnis	
Prepared by	DHT	Fiona Minnis	
Verified by	Headteacher	Carrie Senior	
Approved by	Chair of Governors	William Stone	

# Blackfen School for Girls

## Examinations policy: Non-Examination Assessment and Controlled Assessment

This policy covers GCSE controlled assessments, GCE coursework, GCE and GCSE Non-Examination Assessments.

### Rationale

The purpose of the 'Non-Examination Assessments and Controlled Assessment' policy is to ensure that when staff in Blackfen School assess students' work that this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

### Contents

[1 Aims](#)

[2 Guidance](#)

[3 Definition](#)

[4 Roles and responsibilities](#)

[5 Task setting](#)

[6 Task taking](#)

[7 Authentication](#)

[8 Task marking](#)

[9 Malpractice](#)

[10 Enquiries About Results](#)

[11 Monitoring](#)

[12 Links with other policies](#)

### 1. Aims

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

### 2. Guidance

The Joint Council for Qualifications (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.

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](#)
-

# Blackfen School for Girls

- Artificial intelligence (AI) use in assessments: protecting the integrity of qualifications

This policy also complies with our funding agreement and articles of association.

## 3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot 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.

## 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

In Blackfen School, the head of centre is Ms Carrie Senior, the Headteacher

The head of centre is responsible for ensuring that:

- 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 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
- 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

# Blackfen School for Girls

## 4.2 Senior leaders

The senior leader with responsibility for examinations is the Deputy Headteacher (Curriculum) and they will:

- Ensure that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensure that teaching staff are aware of the potential for malpractice

## 4.3 Subject leaders

Subject leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- 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 and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- 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
- **Ensuring that the timing of non-examination assessments or coursework allows for the full review process to take place, if required, before the awarding body's deadline for submission.**

## 4.4 Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with JCQ guidance on AI use in assessments
- Only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action
- 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
- Ensuring that candidates are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse
- 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
- Escalating and reporting any alleged, suspected or actual incidents of malpractice to the senior leadership team or to the awarding body directly
-

# Blackfen School for Girls

## 4.5 Examinations officers

There are two Examinations Officers in Blackfen school and their role is different to that of the head of centre. The Examinations Officers are responsible for:

- Supporting teachers and Subject Leaders with the administration/management of non-examination assessment
- Ensuring that non-examination assessment marks are uploaded to examination boards by the deadlines stated

## 4.6 Special educational needs co-ordinator (SENDCO)

The SENDCO is responsible for:

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied
- Working alongside the Examinations Officers to ensure that all access arrangements are processed by the relevant deadlines and that the associated administration is completed accurately and to JCQ standards

## 5. Task setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, Subject Leaders 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 'no mobile phone' 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 their 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
  -

# Blackfen School for Girls

- Where candidates work in groups, the teacher will keep a record of each candidate's contribution

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
- Candidates will not introduce 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 their own account of the assignment. Individual contributions will be clearly identified
- Group assessment is not permitted

# Blackfen School for Girls

## 7. Authentication

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

Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments (see link in Section 2 of this policy).

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

Teachers will 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 until the deadline for requesting a review of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the Subject Leader will follow the protocols and practice outlined in the school's 'Malpractice Policy'. If AI misuse is detected or suspected by the centre and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation.

## 8. Task marking

### 8.1 Internally assessed 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 in line with the relevant guidance.
- 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.
- Teachers will not use AI as the sole means of marking candidates' work.

### 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. 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.

# Blackfen School for Girls

## 9. Malpractice

The Subject Leader will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work (see link in Section 2 of this policy).

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 AI, 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. The procedures outlined in the school's 'Malpractice Policy' will be followed should malpractice of staff or students be identified.

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. The procedures in the school's 'Malpractice Policy' will be followed.

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/MI.

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

## 10. Enquiries About Results

### Appeals process for Non-Examination Assessments / Coursework

This procedure ensures that candidates have the right to request a review of centre-assessed marks for NEA components in line with JCQ General Regulations for Approved Centres and awarding body requirements. It applies to all GCSE, GCE, and vocational qualifications that include NEA or controlled assessment components.

# Blackfen School for Girls

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

## Informing candidates of marks

- Before marks are submitted to the awarding body, candidates must be informed of their provisional mark for each NEA component.
- Candidates must be given sufficient time (usually at least 5 working days) to review their mark and consider whether to request a review.
- Students will be informed of:
  - Their mark.
  - The centre's internal deadline for appeals.
  - The relevant awarding body's deadline for submitting marks.

## Grounds for appeal

A candidate may request a review of their NEA mark on one or more of the following grounds:

- The centre **did not apply the published marking criteria correctly**.
- The centre **did not follow its own procedures** as outlined in the NEA policy.
- There has been a **clerical or administrative error** in determining the mark.

Note: Appeals may **not** challenge the academic judgement of the teacher/assessor.

## Appeals procedure

### Stage 1 – Request for review

- Candidates' requests for reviews of marking **must** be made in writing to the appropriate Subject Leader (usually within 5 working days of receiving the mark) who **must** inform their Leadership Team line manager and Faculty Leader immediately that an appeal has been made and will investigate the appeal in discussion with an Examinations Officer, as appropriate.
- The request must clearly state the ground(s) for appeal.

### Stage 2 – Review of marking

- The Subject Leader will allow sufficient time for the review to be carried out, make any necessary changes to marks and inform the student of the outcome, all before the awarding body's deadline.
- The Subject Leader will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that student and has no personal interest in the review.
- The Subject Leader **must** inform their Leadership Team line manager and Faculty Leader of the assessor who has been appointed to carry out the review of marking.
- The reviewer will consider whether the assessment procedures were followed correctly and whether marking was consistent with awarding body criteria.

# Blackfen School for Girls

## Stage 3 – Outcome notification

- The candidate will be informed in writing of the outcome of the review of the centre's marking, usually within 5 working days. The Leadership Team line manager and Faculty Leader **must** be informed.
- The outcome of the review of the centre's marking will be made known to the Headteacher, as Head of Centre and will be logged as a Stage 1 complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
- If a clerical error or procedural issue is identified, the centre will amend the mark before submission to the awarding body.
- After students' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Blackfen School and is not covered by this procedure.

## Stage 4 – Record keeping

- A record of all appeals will be kept by the Exams Officer and retained for inspection by JCQ or the awarding body.

## Deadlines

- Internal appeals must be completed before the awarding body's mark submission deadline.
- Late appeals cannot normally be accepted once marks have been submitted.

## External appeals

If, after results are issued, a candidate remains dissatisfied, they may pursue an appeal through the awarding body's post-results services (e.g. Review of Marking or Appeal).

## 11. Monitoring

This policy will be reviewed annually by the Deputy Headteacher (Curriculum). At every review, the policy will be shared with the Governing Body of Blackfen School and approved by Curriculum Committee.

## 12. Links with other policies

This policy should be read in conjunction with the following policies:

- Examinations Malpractice policy.
- Enquiries About Results
- The BTEC Policy
- JCQ: Instructions for conducting non-examination assessments (reformed GCE & GCSE specifications)