Ringwood School

Non-examination assessment (NEA policy) to include controlled assessment and coursework

Policy Name	Non examination assessment (NEA Policy)
Status	Ratified by Governors
Date	Sept 2026
Created by	Exams Officer
Authorised by	Assistant Headteacher
Created on	March 2024
Statutory, regulatory and/or contractual considerations	JCQ
To be reviewed	Sept 2027

What does this policy affect?

Ringwood School fully recognises its responsibilities in conducting all aspects of external examinations in full compliance of the latest JCQ regulations. The planning and management of exams and non examination assessment (NEA) are conducted efficiently and in the best interest of candidates to ensure the operation of an efficient examination system with clear guidelines for all relevant staff.

This policy affects the delivery of subjects of GCE and GCSE, which contain a component(s) of non-examination assessment or of controlled assessment or coursework.

The regulators' definition of anon-examined examination is very narrow. In effect, any type of assessment that is not: • set by an awarding body; • designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body; and • taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment) is classified as non-examination assessment (NEA).

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. These rules often vary across subjects. The stages are: • task setting; • task taking; • task marking

This publication is further referred to in this policy as NEA 2026/2027

PURPOSE

The purpose of this policy, as defined by JCQ, is to

- *cover procedures for planning and managing non-examination assessments, coursework and controlled assessment*
- *define staff roles and responsibilities with respect to non-examination assessments, coursework and controlled assessment*
- *manage risks associated with non-examination assessments, coursework and controlled assessment*

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. These rules often vary across subjects. The stages are:

- *task setting;*
- *task taking;*
- *task marking."*

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1. Managing non-examination assessments: Identifying staff roles and responsibilities

The following are key principles and do not specify every single duty that identified individuals may carry out

Headteacher

- Ensures that the centre's *Non-Examination Assessment policy* is fit for purpose
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision

Leadership team

- Ensures the correct conduct of non-examination assessments which comply with NEA and awarding body subject specific instructions
- Have oversight of moderation processes for line managed areas

Subject leaders

- Ensure subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Work with subject teachers to ensure appropriate procedures are followed to internally standardise and verify the marks awarded by subject teachers
- Ensures the Exams Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate component / unit entry code) to the internal deadline for entries

Subject teachers

- Understand and comply with the national instructions as detailed by NEA JCQ guidance
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for NEA, including any subject specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work using the criteria provided by the awarding body
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates

Exams Officer

- Carries out tasks applicable to the role in supporting the administration/management of NEA

2. Managing non-examination assessments: task setting

Where the awarding body is responsible for task setting, subject specific tasks will be provided by the awarding body

Subject teacher

- Under the direction of the subject leader, selects from a number of comparable tasks provided by the awarding body: OR designs tasks in conjunction with candidates where permitted, using criteria set out in the specification
- Makes candidates aware of the criteria used to assess their work
- Particularly for vocational and technical qualifications, the subject teacher must ensure they are using the correct assessment material for that series, as they can change every year,

3. Managing non-examination assessments: issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body

- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are clearly distinguished.
- If the wrong task is given, make arrangements for candidates to undertake the correct task
- ensures that where candidates are taking non-examination assessments, checks that the tasks and approach being taken are appropriate and in line with ethical standards and the centre's safeguarding responsibilities;

4. Managing non-examination assessments, coursework and controlled assessments: task taking

4.1 Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Where relevant, records/films work securely and in accordance with specification
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to authenticate the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution so it is possible to attribute outcomes to individual students
- Ensures candidates are aware of the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*
- Ensures candidates are aware of the criteria used to assess their work

4.2 Advice and feedback

Subject teacher

- As relevant to the subject/component within guidance of the specification, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Understands that the failure to do this constitutes malpractice
- Ensures when work has been assessed, candidates are not allowed to revise it

4.3 Resources

Subject teacher

- 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 tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- 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.
- Ensures that the JCQ Documentation AI Use in Assessments: Protecting the Integrity of Qualifications has been referred to

- To adhere to the rules and restrictions around resources available for formally supervised sessions
- To ensure that work is referenced taking into account the JCQ documentation AI Use in Assessments

4.4 Word and time limits

Subject teacher

- Refer to the awarding body's specification to determine where word and time limits apply/are mandatory

4.5 Collaborative and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute accessible 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

4.6 Authentication procedures

Subject leaders - where required by the awarding body's specification:

- Ensures subject teachers sign the declaration of authentication confirming requirements have been met
- Keep 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
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in NEA and inform the exam officer and SLT.

Subject teacher

- Ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work and is 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. This may be subject to inspection by a JCQ Centre Inspector. Electronic signatures are acceptable
  This must be kept on file until the deadline for ROR has passed.

4.7 Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

4.8 Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Secure storage instructions are followed as defined in NEA 4.8
- 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 Network Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Network Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Supports requests for encrypting any sensitive digital media to ensure the security of the data stored within it, using guidance provided by the awarding bodies.
- Ensures that facilities are in place so that candidates work can be backed up

Senior leader line managing exams:

- Will make available to candidates JCQ document *Information for candidates- social media*

5. Non-examination assessment: task marking – externally assessed components

5.1 Conduct of externally assessed work

Subject teacher

- 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 where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

a. Submission of work

Subject leader

- Is responsible for coordinating and collating the sample as required by the moderator

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a visiting examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be dispatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Takes care to ensure the packaging is robust

- Despatches the work to the awarding body's instructions by the required deadline

6.Task marking – internally assessed components

6.1 Marking and annotation

Subject teacher

- Follows the procedure on page 11 NEA
- Does not use AI as the sole means of marking a student's work
- 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 that their marks 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
- Follows the correct procedure if a candidate submits little or no work

The centre makes every effort to ensure no teacher with a personal interest in the candidate is responsible for the assessment of their work. If this can not be avoided, the centre would declare this potential conflict of interest and ensure the work was submitted as part of a moderation sample.

6.2 Internal standardisation

Subject leaders

- Follows the sequence of good practice as set out NEA page 12 / page 13
- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required by the specification

6.3 Submission of marks and work for moderation

Subject Leader

- Sets internal deadlines which will accommodate any candidates' request for review of marking

Subject teacher

- Inputs marks into Arbor according 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 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

Exams officer

- Submits marks via EDI, keeping a record of the marks submitted by the external deadline
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted and confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline

- Ensures that for postal moderation
  - work is dispatched in packaging provided by the awarding body
  - moderator label(s) provided by the awarding body are affixed to the packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results
- Liaises with the subject teacher, 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

6.4 Submission of marks and work for moderation

Exams officer

- Sets internal markingand to meet the submission deadline for the submission of marks and candidates work, as published by the awarding body.
- Follows the awarding body's instructions regarding the submission of marks
- Submits supporting documentation required by the awarding body

6.5 Storage and retention of work after submission of marks

Subject leader

- Keeps a record of all 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 until after the deadline for review of results or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- 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.) in the form of photos, audio or media recordings
- Understands that sharing any live coursework or posting on social media will constitute malpractice

Exams officer

- Ensures any sample returned after moderation is returned to the subject teacher for secure storage and required retention

6.6 External moderation – the process – (see procedure NEA page 16)

Leadership team & Subject leaders

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series
- Any action points are carried out

Exams officer

- Accesses or signposts moderator reports to relevant staff
  Takes remedial action, if necessary, where feedback may relate to centre administration

7. Access arrangements

Refer to JCQ document *Access Arrangements and Reasonable Adjustments, 1 September 2024-31st August 2025*

Subject teacher

- Works with the SENCO to ensure any access arrangements for eligible candidates are applied to Assessments and that teachers are made aware of EAA for relevant students

Special educational needs coordinator (SENCO)

- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*

8. Special consideration and loss of work

Refer to JCQ document *A guide to the special consideration process*

8.1 Absence

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
- Liaises with the exams officer and subject leader when special consideration may need to be applied for a candidate taking assessments, using the guidance on page 19 and 20

Exams officer

- 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
- Keeps required evidence on file to support the application

8.2 Loss of work

Form 15 - JCQ/LCW is submitted
Guidance on page 21 is adhered to

9. Malpractice

Refer to JCQ document *Notice to centres – Sharing NEA material and candidates work*

Headteacher

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures and follows the NEA procedure on page 27 and is aware of the penalties that can be applied when candidate malpractice has occurred.*

Leadership team

- Carries out investigations on behalf of the Headteacher where necessary
- Ensures candidates understand of the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*

Subject leaders and teachers

- Are aware that a failure to report malpractice is in itself considered malpractice
- Must report any suspected malpractice to the Leadership Team or Exams Officer

Exams officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres – Teachers Sharing NEA and Candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

10. Post-Results services

Refer to JCQ document *Post Results Services, Information and guidance for centres*

Leadership team

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Subject leader

- Provides relevant support to subject teachers making decisions about enquiries about results and identifies which candidates work will be submitted for a remark supported by the centre
- Has responsibility for identifying students where EAR may be appropriate within the specified timeframe

Subject teacher

- 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 an enquiry about results to the internal deadline
- Supports the Exams officer in collecting candidate consent where required

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 publication *Post Results Services, Information and guidance for centres*
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

Appendix 1

Practical Skills Endorsement for the A Level Sciences

Headteacher

- Provides a signed declaration as part of the National Centre Number Register Annual Update, 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
- Must sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, the opportunity to undertake the prescribed practical activities

Subject leaders

- Have an understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England*
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A level Biology, Chemistry and Physics (in Autumn 2016)
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Ensures the required arrangements for practical activities are in place
- Provides all the required centre records
- Ensures candidates provide the required records
- Provides any required information to the subject lead regarding the monitoring visit
- Assesses candidates using Common Practical Assessment Criteria (CPAC)
- Applies for an exemption where a candidate cannot access the practical endorsement due to a
- substantial impairment
- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified*
- assessment outcome
- Should a candidate be awarded a Pass grade without satisfactorily completing the necessary practical activities a malpractice investigation may be carried out.

Exams officer

- Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment

Appendix 2

Spoken Language Endorsement for GCSE English Language specifications

Headteacher

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to Ensures that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement
- Must sign a declaration confirming that all reasonable steps have been or wwill be taken to ensure that all candidates at the centre have had, the opportunity to underake the Spoken Language endorsement.

Leadership team

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

Subject leader

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures assessment of candidates takes place, 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
- Ensures the sample is representative of the teaching groups within the centre

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
- Should a candidate be awarded a grade who has not in fact carried out a presentation in the required manner, a malpractice investigation may be carried out.

Exams officer

- Follows the awarding body's instructions for the submission of grades
- Provides administrative support for the completion of assessment

Appendix 3

Distance learning candidates

Distance learning candidates can comply with the requirements of GCE and GCSE specifications which include non-examination assessment components in the following way. Each awarding body will be referred to.

Prior to embarking on any work for anon examination assessment component, the distance learning candidate must register/enrol with the centre

The centre will support and teach the course including all aspects of setting, authenticating and marking the candidate's work.