

DOWN HIGH SCHOOL



POLICY ON CONTROLLED ASSESSMENT, NON-EXAMINATION ASSESSMENTS AND COURSEWORK

This policy deals with the following:

- Identifying roles and responsibilities regarding conducting Controlled Assessment, Non-examination assessments and Coursework
- Pupils' Responsibilities and Authentication of Non-Examination Assessment Work
- Security, Storage and Return of Non-Examination Assessment
- Marking and Moderation Procedures

Reviewing of Policy:

Date Review Completed	Nature of Change	Date Ratified by Board of Governors
	New policy	January 2024
January 2025	Hyperlinks reviewed and updated to current JCQ guidance	January 2025
September 2025	Updated Crest	

Preamble:

Non-Examination Assessments (NEAs) measure subject-specific knowledge and skills that cannot be tested by timed written papers. NEA includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. Non-Examination Assessments can take the form of internal assessment where the control levels are set for each stage of the assessment process: task setting; task taking and task marking. The term 'Controlled Assessment' (CA) is still used in a number of CCEA specifications and so has been retained here. Coursework also exists in Key Stage 5 specifications in several subjects. Each Awarding Body specification will provide specific information on arrangements for Controlled Assessment (CA) but general guidelines can be found in the instruction booklet published by the Joint Council for Qualifications (JCQ): https://www.jcq.org.uk/wp-content/uploads/2025/08/Instructions_NEA_25-26_FINAL.pdf (updated annually).

Rationale:

Down High School needs to establish a clear set of procedures for the administration and assessment of Non-Examination Assessment, with the roles and responsibilities of key personnel identified. A policy on Non-Examination Assessment will allow those affected by the CA procedure, including school leaders, staff, parents, and pupils to be informed about the issues involved in this part of GCSE and post-16 study. It is a requirement for all examination centres to have a policy in place.

Aims:

- To provide clarity on Non-Examination Assessment in terms of task setting, task taking and task marking
- To set out the responsibilities of a range of stakeholders, such as school leaders, examinations officers, classroom teachers and pupils
- To identify the process for the internal review of centre-assessed marking
- To identify areas of risk management and offer support for colleagues in the administration of CA.

Roles and Responsibilities:

The Senior Leadership Team

The Senior Leadership Team has overall responsibility for ensuring the safe and secure conduct of CA in compliance with the guidelines issued by JCQ and the awarding bodies' subject-specific instructions.

It will:

- Establish and keep under review a Centre policy on the management of CA
- Assign responsibilities to specific members of staff
- Ensure that all staff understand their roles and responsibilities, through written communication, staff meetings and professional development sessions
- At the start of the academic year, co-ordinate with heads of department / subject leaders the scheduling of Non-Examination Assessments and ensure that all staff involved have a calendar of events
- Resolve any timetable clashes / problems over the timing or operation of Non-Examination Assessment
- Resolve any issues arising from the need for particular facilities (rooms, ICT resources, time out of school etc)
- Oversee an internal appeals procedure for CA. An Appeals process exists for cases where a parent or pupil feels that proper procedures for internal assessment have not been applied and/or the mark awarded is not fair. In the event of a complaint or appeal, cases will be looked at on an individual basis, with reference to the JCQ and Awarding Body guidelines.

The Examinations Officers

The Examinations Officer and Assistants will:

- Ensure confidential materials are directly received by the exams office, be responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format
- Oversee the completion of marksheets for teaching staff to use.

Heads of Department and Subject Leaders

Heads of Department and subject leaders are responsible for the conduct of CA within a subject area. It is the responsibility of Heads of Department to ensure:

- That the Learning and Teaching Vice-Principal is informed of the times when high level CA is taking place within the subject area
- The safe, correct and secure conduct of CA in their subject area and the compliance with JCQ guidelines and the regulations set out in the relevant examination specification
- That all members of the department are fully conversant with the correct procedures and that regulations are complied with, especially in relation to the levels of control required
- That CA practices form an integral part of departmental meetings so that the setting, teaching and task taking elements of CA are discussed
- That all confidential materials, together with the work produced by students, are stored safely and securely by members of his/her department. This can include locked cupboards and classrooms
- That pupils do not have access to e-mail, the internet, mobile phones or any other devices when attempting CA tasks under high level supervision. Where videos or photographic evidence is included as part of the CA, relevant permission should be obtained from parents/guardians
- That individual teachers within the department should be aware of the requirements for CA, understand their responsibilities and have the relevant notes and documentation
- That the Senior Leadership Team is kept informed of the progress of Non-Examination Assessments and any issues are passed to the Head of Year/Head of School and, if appropriate, to the Learning and Teaching Vice-Principal
- That marksheets are completed accurately and made available for the awarding bodies in advance of the published deadline
- That pupils absent for highly controlled tasks can complete work at an alternative time. This may, in the first instance, require liaising with the pastoral staff
- That pupils' work is moderated internally before it is sent to the Awarding Body and that the relevant documentation, showing evidence of internal standard setting, is complete. Where there are inconsistencies in marking, suitable adjustments should be made and resolutions labelled on the tasks
- Ensure all candidates are informed of the regulations surrounding CA and malpractice, reinforcing that the use of AI is considered malpractice – see malpractice policy
- That any suspected malpractice is reported to the Examinations Officer and the Learning and Teaching Vice-Principal
- That work is included in the sample sent for moderation in cases where the child is taught by a parent, or where a clear conflict of interest exists
- That deadlines for submission are met
- That where pupils are assessed in groups, subject-specific guidance will have been followed
- Centres must ensure that candidates understand what they need to do to comply with the regulations for non-examination assessments. This includes JCQ regulations on advice and feedback and the proscription of model answers. These regulations are outlined in the JCQ document Information for candidates – non-examination assessments:

https://www.jcq.org.uk/wp-content/uploads/2025/08/IFC-NE_Assessments_2025_FINAL.pdf

Classroom Teachers

Classroom teachers will:

- Comply with regulations published by the awarding bodies and instructions issued by the Head of Department
- Ensure that the pupils are fully aware of the tasks set and able to access the full range of marks available
- Liaise with the SENCo and classroom assistants (where appropriate) to create the conditions necessary for pupils in the class with access arrangements
- Assist pupils during periods of task taking and supervise assessments during periods of strict control, ensuring that regulations regarding internet, e-mail (where applicable) and mobile phones are not contravened, and that plagiarism has not occurred
- Ensure that handwritten tasks are completed in black ink and that suitable annotation is used (with reference to the assessment criteria published by the Awarding Body) in a manner that will assist in the process of internal and external moderation
- Ensure that written work is collected and stored securely when CA tasks demanding a high level of control are spread over more than one session. This includes USB sticks (where permitted by the Specification)
- Ensure that pupils' attendance is recorded and absence noted. The Head of Department will be informed if a pupil is absent for a formal task (high level of control)
- Record the dates and times of assessments and note any exceptional incidents (such as the sounding of the fire alarm) during the assessment
- Manage the process of authentication by pupils of their own work and ensure that the relevant form has been signed
- Mark CA tasks using the assessment criteria provided in the Specification, retain marks, and submit these when required to the Head of Department for the purposes of moderation and despatch
- Participate, with departmental colleagues, in the internal moderation of CA in cases where one or more teachers are responsible for the delivery of the GCSE or post-16 course
- There is sufficient supervision of every candidate to enable work to be authenticated
- Ensure the work that an individual candidate submits for assessment is his/her own
- Report any suspicion of malpractice to the Head of Department, including any suspicion that AI has been employed in the development of the CA
- Oversee the use of resources during high-level tasks, which are always tightly prescribed and normally restricted to the candidate's preparatory notes. Access to the internet is not permitted and candidates are not allowed to bring their own electronic devices, e.g. mobile phones into the assessment. Candidates are not allowed to introduce new resources between formally supervised sessions. Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the work to be assessed and preparatory work must be collected and stored securely at the end of each session (and not be accessible to candidates)
- Ensure, where appropriate, that the work submitted for assessment includes references where appropriate. To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc. The record should include all the sources used, including books, websites and audio/visual resources. Guidance is given in the JCQ document Information for Candidates – Non-Examination Assessments (see 4.3):
- https://www.jcq.org.uk/wp-content/uploads/2025/08/Instructions_NEA_25-26_FINAL.pdf
- Ensure that authentication documentation is signed by the candidate and the teacher and that JCQ's quality assurance processes have been followed (see 4.6 in https://www.jcq.org.uk/wp-content/uploads/2025/08/Instructions_NEA_25-26_FINAL.pdf)
- Retain pupils' work until grades have been awarded and the process of reviews and appeals has ended.

Pastoral Staff

In addition to their responsibilities as teaching staff (detailed above), pastoral staff (Pastoral VP/Heads of School/Heads of Year) will:

- Be responsible for informing the relevant teaching staff of any concerns or circumstances (such as bereavement, illness, change in family / home life etc.) which may impact on a pupil's performance during the completion of a CA task
- Support and advise class teachers when issues such as non-completion of a CA task arises
- Act as the point of contact between school and parents/guardians when problems/issues surrounding CA arise in more than one subject
- Co-ordinate any special arrangements put in place in the event of non-attendance during the completion of a CA task or when extra-time is allowed.

Access Arrangements and the Role of the SENCo

In principle, if a candidate has an access arrangement as part of his/her normal way of working within the school and meets the published criteria for the arrangement, then it will normally be permitted for written examinations and non-examination assessments. The SENCo or Access Arrangement's Manager will:

- Liaise with the Examinations team about applications for access arrangements
- Ensure that all relevant staff are aware of any access arrangements which need to be applied for non-examination assessments
- Be responsible for ensuring access arrangements (where appropriate) have been applied for
- Liaise with teaching staff and classroom assistants (if appropriate) to provide any assistance / support required for the implementation of access arrangements.

Classroom Assistants

Classroom assistants will:

- Act at all times in accordance with the instructions and guidance given to them by the SENCo
- Report any concerns or issues about the conduct of Non-Examination Assessment and the impact on pupil well-being to the SENCo and pastoral staff
- Be available to supervise pupils returning to School after absence during highly controlled sessions.

Pupils' Responsibilities and Authentication of Non-Examination Assessment Work

Pupils are jointly responsible for ensuring that their work meets the criteria outlined by JCQ.

It would be regarded as good practice that teachers highlight the expectations of pupils in a lesson prior to the commencement of any CA Task.

The following are the key areas that pupils need to be aware of.

Using External Sources for Research and to Demonstrate Extended Knowledge

Pupils are expected to:

- Extend and broaden knowledge through such research
- *Take care of how they use such research* from external sources
- REFERENCE all material that shares the same wording as a published source
- Place quotation marks around any material that is not the candidate's own work (this includes support materials distributed in class)
- Make sure they state which book or journal the information they have used has come from
- Show where they have taken internet information from and the date they got it
- Understand the use of AI in the production of the CA is prohibited and is considered malpractice – see malpractice policy
- Provide a Bibliography, where necessary, that will include all details of publications and external resources used, even where these have not been directly cited or referred to.

Examples of Referencing according to source

Books/Journals	Internet	Bibliography
Name of author Year of publication Page number	Precise web Page (this can be copied from the address bar) Download Date	Full alphabetical list of Publications All materials (even those not referred to) used to support the task must be given for example:
<i>for example:</i> (Jeffers,1996, pg.104)	<i>for example:</i> http://www.bbc.co.uk/schools/16/4967.shtml (Downloaded 19 th November 2010)	Zamoyski,A. (2008) "Warsaw 1920, Lenin's Failed Conquest of Europe", London: Harper Press.

Preparation of work by pupils

1. All help and guidance from another party, other than the teacher (e.g. Tutor), must be reported to the teacher
2. If pupils work as part of a group, they must write up their own account of the assignment
3. All deadlines must be adhered to*
4. Pupils should take care of their work and keep it safe:
 - Keep all research confidential
 - If storing on a computer, make sure it is password protected
 - Collect all work from printers and destroy any materials not needed or being used
5. Avoid plagiarism at all times, Plagiarism is defined as using anyone's work as their own and as such, the use of AI is considered plagiarism and therefore is malpractice.

** In certain exceptional circumstances pupils may be unable to adhere to specific deadlines due to unforeseen circumstances. In such instances the Class Teacher should use discretion and/or liaise with the relevant Head of Department.*

Security, Storage and Return of Non-Examination Assessment Materials:

The relevant Awarding Body will have specific requirements regarding safety levels for Non-Examination Assessments. Individual departments will be familiar with the requirements for their own curricular area. Information on this will typically be found within the *Teachers' Notes and Guidance* for each specification.

Heads of Department will need to determine appropriate security arrangements of all materials associated with Non-Examination Assessment Tasks. Heads of Department will then agree with all departmental colleagues the guidelines to ensure the secure safe-keeping of all materials associated with the assessments within that department. However, it is important to be aware that each member of staff who has responsibility for the administration of any CA task must remain accountable for the security and storage of any work they have responsibility for in line with agreed departmental procedures for same.

“Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet.”

Candidates' work **must** be stored securely within the School. This will be in an appropriate store or cabinet that meets the JCQ definition above within the relevant department.

Internally assessed work that is not required for the moderation sample and work returned to centres after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for requesting a review of results for the relevant series. If post-results services have been requested, internally assessed work may be returned once the review of results and any subsequent appeal has been completed.

It is permissible for teachers to take work CA home to mark, provided that they take sensible precautions regarding its security and storage.

Managing Pupil Absence:

Where pupils are absent during periods of limited or informal task taking, the classroom teacher will endeavour to ensure that time is allocated to the pupil(s) on return. Where a pupil has missed a session of formal (high control) assessment, alternative provision will need to be made and this will be managed by the Head of Department. In the event of a pupil being unable to participate in Senior Games because of injury or recent illness, a Wednesday afternoon should be set aside for the pupil to complete the task. This arrangement must be confirmed with the Head of Department for Boys/Girls PE (as appropriate). The pupil will be supervised by a classroom assistant or study supervisor.

If a pupil returning to school is deemed capable of participating in Senior Games, the formal task can be carried out on Prize Day or a November School Development Day, none of which are pupil holidays defined by statute. In these cases, written permission should be obtained from the parent/guardian.

Special Consideration

Provision for Special Consideration is set out in the JCQ Regulations (Section 2). <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

Consortium Arrangements:

Down High School currently has no consortium arrangement with another school. In the event of future collaboration, a consortium arrangements section of this policy will be required.

Marking and Moderation Procedures:

Classroom teachers will ensure that pupils' work is marked in accordance with the assessment criteria published by the Awarding Body and that suitable annotation is used (with reference to the assessment criteria) in a manner that will assist in the process of internal and external moderation.

Heads of Department will initiate a process of internal standardisation in advance of the marking of work and all teachers assessing pupils' work will attend to identify standards. Post marking, standards will be compared, either by a process of re-marking by a designated colleague, or a meeting where marked work is exchanged and the marks discussed. Where there are inconsistencies in marking, suitable adjustments should be made and resolutions labelled on the candidates' work. The sample to be sent for external moderation will be prepared under the direction of the Head of Department. Work not included in the sample should be retained by the teacher and evidence of internal standardisation noted on the relevant documentation.

Procedure for Reviews of Marking - Centre Assessed Marks

Is the centre required to tell candidates what marks they have been awarded?

Yes. Down High School must inform candidates of their centre assessed marks as a candidate can request a review of the centre's marking before marks are submitted to the Awarding Body.
(GCSE controlled assessments, GCE coursework, GCE and GCSE Non-Examination Assessments)

Down High School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the Awarding Body's (e.g. CCEA's) specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Down High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the Awarding Body.

Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Down High School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the marking before marks are submitted to the Awarding Body.
2. Pupils will be aware that they may request copies of materials to assist them in considering whether to request a review of the marking of the pupil's assessment.
3. Down High School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Down High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking must be made in writing and be signed by a parent/guardian.
6. Down High School will allow sufficient time for the review to be carried out, to make any necessary changes to marks (up or down) and to inform the candidate of the outcome, all before the Awarding Body's deadline.
7. Down High School will ensure that the candidate's mark is consistent with the standard set by the centre.
8. The candidate will be informed in writing of the outcome of the review of the centre's marking.

9. The outcome of the review of the centre's marking will be made known to the Principal and will be logged. 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.

After candidates' 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 Down High School and is not covered by this procedure.

What is the correct procedure where a teacher has a personal interest in a candidate?

Centres such as Down High School must make 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, the centre must declare the possible conflict of interest to the relevant Awarding Body and submit the marked work for moderation whether or not it is part of the moderation sample. Further details are given in section 5 of the JCQ publication General Regulations for Approved Centres. This publication is available in an interactive format within the Centre Admin Portal (CAP). The Centre Admin Portal can be accessed via any of the awarding bodies' secure extranet sites. The document is also available in PDF format on the JCQ website: <https://www.jcq.org.uk/exams-office/general-regulations/>

Making Pupils Aware of their responsibilities

https://www.jcq.org.uk/wp-content/uploads/2025/08/IFC-NE_Assessments_2025_FINAL.pdf

Pupils must be made aware of the regulations surrounding their controlled assessment tasks. These are set out in the document link above (changes annually). Regulations surrounding plagiarism and malpractice must be shared.

Preparation

- If you receive help and guidance from someone other than your teacher, you must tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you must describe in your own words how that data was obtained and you must independently draw your own conclusions from the data.
- You must meet the deadlines that your teacher gives you. Remember – your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.
- Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it or share it with anyone, including posting it on social media.
- You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- Do not be tempted to use pre-prepared online solutions – this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.
- You must not write inappropriate, offensive or obscene material.

Research

- In some subjects you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio and on the internet.
- Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject.
- You must take care how you use this material though – you cannot copy it and claim it as your own work.

Plagiarism

- Plagiarism is just one form of malpractice. Down High School has an up-to-date Malpractice Policy which sets out how the school will deal with instances of suspected malpractice.
- Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously.
- Plagiarism includes utilising AI to create content and attempting to present it as your original work.
- There are many ways to detect plagiarism.
- ✓ Markers can spot changes in the style of writing and use of language.
- ✓ Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using, or even marked the work you have copied from!
- ✓ Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that component for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The Awarding Body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

