LACON CHILDE SCHOOL
PART OF FOUR STONES GATEWAY

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EXAMINATIONS POLICY – NON-EXAMINATION ASSESSMENTS

DATE POLICY WAS APPROVED	16.12.2025
DATE POLICY WILL BE REVIEWED	Autumm 2026
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW	Exam Co-Ordinator

Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire, and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

"CEO" includes the Chief Executive Officer

"CFOO" includes the Chief Financial Officer

"Trust Senior Leadership Team" includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

"Headteacher" includes the appropriate School Headteacher.

"Trustees or Trust Board" are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

"Local Academy Boards (LAB)" are appointed Governors at a local level associated with the Trust's Worcestershire Schools. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Local Governing Bodies (LGB)" are appointed Governors at a local level associated with the Trust's Shropshire Schools. LGB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

"Chair" responsible for leading the board and ensuring its effectiveness.

"Stakeholders" are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

Examinations Policy – Non-Examinations Assessments

Non-examination assessment is a form of internal assessment for reformed GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points: task setting, task taking and task marking.

Roles and responsibilities

Head of Centre:
- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- Responsible to relevant GCSE/GCE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.
- Ensures that the Centre's *non-examination assessment policy* is fit for purpose
- Ensures the Centre's *internal appeals procedures* clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (Centre assessed marks) and requesting a review of the Centre's marking

Senior Leaders
- Ensure the correct conduct of non-examination assessments which comply with NEA and Awarding Body subject-specific instructions
- Ensure the Centre-wide calendar records assessment schedules by the start of the academic year
- Liaise with all relevant parties in relation to arrangements for and conduct of any monitoring visits for specific subjects

Quality assurance (QA) lead/Lead internal verifier
- Confirms with subject Heads that appropriate Awarding Body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with Awarding Body criteria
- Ensures appropriate Centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate Centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the Awarding Body, ensures a Centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Examinations Officer:
- To be familiar with, and signpost, JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE Awarding Body.
- In collaboration with SLs to submit non-examination assessment marks to the relevant Awarding Body.
- In collaboration with SLs, dispatch students' assessments for moderation.
- In collaboration with SLs, make appropriate arrangements for the security of non-examination assessment materials
- Declare the possible conflict of interest to the relevant Awarding Body 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).

Subject Leads (SLs)
- To be familiar with JCQ instructions for conducting non-examination assessment
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE Awarding Body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.

- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications
- To obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To undertake appropriate departmental standardisation of non-examination assessments
- Quality assure all final submissions checking for incidents of plagiarism or other forms of malpractice (including the misuse of internet sources and artificial intelligence tools)
- In collaboration with the Examinations Officer, I will submit non-examination assessment marks to the relevant Awarding Body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of nonexamination assessment materials

Special Educational Needs Coordinator (SENCO)
- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements
- In collaboration with the Examinations Officer Co-ordinate requests for special access arrangements

Teaching Staff
- Will ensure candidates understand the need to acknowledge sources, quote and reference work to ensure they are not plagiarising other material. References should contain:
    - For books: author, title, place of publication, publisher, and publication year.
    - For articles: author, title of article, title of journal, volume, issue, date, page numbers, and doi or permalink.
    - For web page resources: author, title of page, Web address or URL, and date of access.
    - For AI sources: the name of the AI source used and the date the content was generated.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment, electronic signatures are acceptable.
- Mark internally assessed components using the mark schemes provided by the Awarding Body. Via the SLs, submit marks through the exams office to the Awarding Body when required, keeping a record of the marks awarded. Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.
- Are permitted to use artificial intelligence (AI) to support the marking of candidates' work. AI cannot be used as the sole device to assess candidates' work.
- Take part in appropriate departmental standardisation of Controlled Assessments
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.
- Ask the special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

Task Setting
In accordance with specific GCSE Awarding Body guidelines, Subject Learning Leaders will be responsible for the selection of Non-examination assessment tasks from an approved list or for setting appropriate Centre specific tasks.

Subject teachers will ensure that students understand the assessment criteria for any given assessment task.

Issuing of Tasks

The Subject Teacher will:
- Determine when set tasks are issued by the Awarding Body
- Identify date(s) when tasks should be taken by candidates

- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- Ensure requirements for legacy specification tasks and new specification tasks are distinguished between

Task Taking

Unless the Awarding Body's specification says otherwise, the following arrangements will apply, in accordance with JCQ regulations:

- Invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required.
- Teachers will ensure there is sufficient supervision (in accordance with Awarding Body requirements) to ensure that work can be authenticated as the candidate's own work.
- Teachers will ensure that they keep a record of each candidate's contribution in group work, where applicable.
- Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.
- Teachers must be aware of the Awarding Body's restrictions with regard to access to resources.
- In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

Advice and feedback

The Subject Teacher will:

- As relevant to the subject/component, 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
- Allowing candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

The Subject Teacher will:

- 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 their 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.

Word and time limits

The Subject Teacher will:

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

Collaboration and group work

The Subject Teacher will:

- Unless stated otherwise in the Awarding Body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- A record is kept of each candidate's contribution within the group. It must be possible to attribute assessable outcomes to individual candidate.
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assess the work of each candidate individually

Authentication

The Subject Teacher will:

- Where required by the Awarding Body's specification
  - ensure candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
  - sign the teacher declaration of authentication confirming the requirements have been met
  - In both cases, electronic signatures are acceptable.
- 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 the JCQ publication *Instructions for conducting non-examination assessments* and informs the appropriate Senior Leadership Team line manager.

Presentation of work

The Subject Teacher will:

- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ publication *Instructions for conducting non-examination assessments* unless the Awarding Body's specification gives different subject-specific instructions
- Instruct 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

Keeping materials secure

The Subject Teacher will:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- Always keep live coursework secure and confidential whilst in their possession. The sharing of 'live' coursework with other candidates by teaching staff will constitute malpractice
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in in the JCQ publication *Instructions for conducting non*https://www.jcq.org.uk/exams-office/non-examination-assessments*examination assessments*.
- Take 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
- Remind 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
- Liaise with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

The IT Manager will:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Task marking – externally assessed components.
Conduct of externally assessed work

The Subject Teacher will:
- Liaise with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

The Examinations Officer will:
- Arrange timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the Awarding Body
- Conduct the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work

The Subject Teacher will:
- Provide the attendance register to a Visiting Examiner

The Examinations Officer will:
- Provide the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensure 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, ensure the completed attendance register accompanies the work
- Keep a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Package the work as required by the Awarding Body and attach the examiner address label
- Dispatch the work to the Awarding Body's instructions by the required deadline

Task marking – internally assessed components.
Marking and annotation

The Subject Teacher will:
- Attend Awarding Body training as required to ensure familiarity with the mark scheme/marking process
- Mark candidates' work in accordance with the marking criteria provided by the Awarding Body
- Candidates' work must be dated by teachers to reflect when it was marked
- Annotate 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
- Inform candidates of their marks which could be subject to change by the Awarding Body moderation process
- Ensure candidates are informed to the timescale indicated in the Centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the Awarding Body

Internal standardisation

The Quality Assurance (QA) lead/lead internal verifier will:
- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff who are not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensure accurate internal standardisation - for example by
    - obtaining reference materials at an early stage in the course
    - hold a preliminary trial marking session prior to marking.
    - carry out further trial marking at appropriate points during the marking period.
    - after most marking has been completed, hold a further meeting to make final adjustments

- make final adjustments to marks prior to submission
- retain work and evidence of standardisation

The Subject Teacher will:
- Indicate on work (or cover sheet) the date of marking
- Mark to common standards

Submission of marks and work for moderation

The Subject Teacher or Examinations Officer will:
- Input and submit marks online via the Awarding Body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submit 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
- Ensure 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

The Examinations Officer will:
- Input and submit marks online via the Awarding Body secure extranet site, keeping a record of the marks submitted to the external deadline/confirms with subject teachers that marks have been submitted to the Awarding Body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the moderator by the Awarding Body deadline, keeping a record of the work submitted/confirms with subject teacher that the moderation sample has been submitted to the Awarding Body deadline
- Ensure that for postal moderation
  o work is dispatched in packaging provided by the Awarding Body. Precautions are made to ensure that the package in which the work is dispatched is robust and securely fastened.
  - Sensitive digital media is encrypted in line with the Awarding Body guidance.
  - 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
  - if candidates' work is to be submitted electronically, ensure that it meets the Awarding Body's specified requirements
- Through 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

Storage and retention of work after submission of marks

The Subject Teacher will:
- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retain evidence of work where retention may be a problem (for example, photos of artefacts etc.)

The Examinations Officer will:
- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External Moderation - feedback

The SL will:
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next examination series

The exams officer will:
- Access or signposts moderator reports to relevant staff
- Take remedial action, if necessary, where feedback may relate to Centre administration

Access Arrangements

The Subject Teacher will:
- Work with the SENCo to ensure that any access arrangements for eligible candidates are applied to assessments

The SENCo will:
- Follow the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, we will ensure access arrangements are in place and Awarding Body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

Special Consideration

The Subject Teacher will:
- Understand that a candidate may be eligible for special consideration
    - in assessments in certain situations where a candidate is absent
    - produces a reduced quantity of work
    - work has been lost
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments

The Examinations Officer will:
- Refer to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
    - Where a candidate is eligible, submit 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, submit the required form to the Awarding Body to the prescribed timescale
    - Keep required evidence on file to support the application

Malpractice

The Head of Centre will:
- Understand the responsibility to immediately report to the relevant Awarding Body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Be familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment 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

The Subject Teacher will:
- Be aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*

- Ensure candidates understand the JCQ document *Information for candidates - non-examination assessments*
- Ensure candidates understand the JCQ document *Information for candidates - Social Media*
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the Head of Centre

The Examinations Officer will:
- Signpost the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the Head of Centre
- Signpost the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject Heads
- Signpost candidates to the relevant JCQ information for candidates documents
- Where required, support the Head of Centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Enquiries about results

The Head of Centre will:
- Ensure 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 a clerical check, a review of marking, a review of moderation or an appeal

The SL will:
- Provide relevant support to subject teachers making decisions about enquiries about results

The Subject Teacher will:
- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the Examinations Officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Support the Examinations Officer in collecting candidate consent where required

The Examinations Officer will:
- Be 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 to Centres)
- Provide/signpost relevant Centre staff and candidates to post-results services information
- Ensure 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
- Collect candidate consent where required

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

The Head of Centre will:
- Provide 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 Spoken Language endorsement The quality assurance (QA) lead/lead internal verifier will:
- Ensures the appropriate arrangements are in place for internal standardisation of assessments

The SL will:
- Confirm understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensure the required task setting and task taking instructions are followed by subject teachers
- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

The Subject Teacher will:

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

The Examinations Officer will:
- Follow the Awarding Body's instructions for the submission of grades and the storage and submission of recordings

Management of issues and potential risks associated with non-examination assessments.

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding Body set task: IT failure/corruption of task details where set task details accessed from the Awarding Body online	*Awarding Body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date.* *Alternative IT system used to gain access.* *Awarding Body contacted to request direct email of task details*	NR TC CMS
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	*Ensures that subject teachers access Awarding Body training information, practice materials etc.* *Records confirmation that subject teachers understand the task setting arrangements as defined in the Awarding Body's specification.* *Samples assessment criteria in the Centre set task*	NR SL
Candidates do not understand the marking criteria and what they need to do to gain credit	*A simplified version of the Awarding Body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates.* *Records confirm all candidates understand the marking criteria.* *Candidates confirm/record they understand the marking criteria*	Subject teacher SL
Subject teacher long term absence during the task setting stage	*See Centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle*	SLT SL CMS
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	*Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications* *Awarding Body guidance sought where this issue remains unresolved*	SL
Awarding Body set task not issued to candidates on time	*Awarding Body key date for accessing set task as detailed in the specification noted prior to start of course* *Course information issued to candidates contains details when set task will be issued and needs to be completed by* *Set task accessed well in advance to allow time for planning, resourcing, and teaching*	NR SL CMS

The wrong task is given to candidates.	*Ensures course planning and information taken from the Awarding Body's specification confirms the correct task will be issued to candidates.* *Awarding Body guidance sought where this issue remains unresolved*	NR SL
Subject teacher long term absence during the issuing of tasks stage	*See Centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle*	SL CMS SLT
Task taking		
Supervision		
Planned assessments clash. with other Centre or candidate activities	*Assessment plan identified for the start of the course* *Assessment dates/periods included in Centre wide calendar*	SLT SL
Rooms or facilities	*Timetabling organised to allocate appropriate rooms*	NR CMS
inadequate for candidates to take tasks under appropriate supervision	*IT facilities for the start of the course* *Staggered sessions arranged where IT facilities insufficient for number of candidates.* *Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)*	VH
Insufficient supervision of candidates to enable work to be authenticated	*Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting nonexamination assessments and any other specific instructions detailed in the Awarding Body's specification in relation to the supervision of candidates.* *Confirm subject teachers understand their role and responsibilities as detailed in the Centre's nonexamination assessment policy*	SLT SL
A candidate is suspected of malpractice prior to. submitting their work for assessment	*Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed*	Subject teacher SLT SL EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate*	SENCo EO SL
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	*Ensures a Centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the Centre's quality assurance procedures.* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity.* *Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component.* *Candidate confirms/records advice and feedback given prior to starting on their work*	SLT SL

Candidate claims no advice and feedback given by subject teacher during the task-taking stage	*Ensures a Centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the Centre's quality assurance procedures.* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity.* *Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component.* *Candidate confirms/records advice and feedback given during the task-taking stage*	SLT SL
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	*An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant.* *Records as detailed above are provided to confirm all assistance given.* *Where appropriate, a suspected malpractice report is submitted to the Awarding Body*	DHT (via HOC) SL
Candidate does not reference information from published source	*Candidate is advised at a general level to reference information before work is submitted for formal assessment.* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments.* *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*	Subject teacher SL
Candidate does not set out references as required	*Candidate is advised at a general level to review and redraft the set out of references before work is submitted for formal assessment.* *Candidate is again referred to the JCQ document Information for candidates: non-examination assessments.* *Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion*	Subject teacher SL
Candidate joins the course late after formally supervised task taking has started	*A separate supervised session(s) is arranged for the candidate to catch up*	Subject teacher SL
Candidate moves to another Centre during the course	*Awarding Body guidance is sought to determine what can be done depending on the stage at which the move takes place*	Subject teacher SL
An excluded pupil wants to complete his/her nonexamination assessment(s)	*The Awarding Body specification is checked to determine if the specification is available to a candidate outside mainstream education.* *If so, arrangements for supervision, authentication and marking are made separately for the candidate*	Subject teacher SL
Resources		

A candidate augments notes and resources between formally supervised sessions	*Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions.* *Where candidates use memory sticks, these are collected in and kept secure between formally supervised sessions.* *Where work is stored on the Centre's network, access for candidates is restricted between formally supervised sessions*	Subject teacher SL IT Manager
A candidate fails to acknowledge sources on work that is submitted for assessment	*Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites, and audio/visual resources.* *Awarding Body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately* *Where confirmation is unavailable from candidate's records, Awarding Body guidance is sought and/or a mark of zero is submitted to the Awarding Body for the candidate*	Subject teacher SL NR
Word and time limits		
A candidate is penalised by the Awarding Body for exceeding word or time limits	*Records confirm the Awarding Body specification has been checked to determine if word or time limits are mandatory.* *Where limits are for guidance only, candidates are discouraged from exceeding them.* *Candidates confirm/record any information provided to them on word or time limits is known and understood*	Subject teacher SL
Collaboration and group work		
Candidates have worked in groups where the Awarding Body specification states this is not permitted	*Records confirm the Awarding Body specification has been checked to determine if group work is permitted* *Awarding Body guidance sought where this issue remains unresolved*	Subject teacher SL DHT
Authentication procedures		
A teacher has doubts about the authenticity of the work	*Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment*	Subject teacher SL
submitted by a candidate for internal assessment. Candidate plagiarises other material.	*material and candidates' work* *Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments.* *Candidates confirm/record that they understand what they need to do to comply with the regulations for nonexamination assessments as outlined in the JCQ document Information for candidates: non-examination assessments.* *The candidate's work is not accepted for assessment a mark of zero is recorded and submitted to the Awarding Body*	NR CMS

Candidate does not sign their authentication statement/declaration	*Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments.* *Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: nonexamination assessments.* *Declaration is checked for signature before accepting the work of a candidate for formal assessment*	SL CMS
Subject teacher not available to sign authentication forms	*Ensures a Centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the Centre's quality assurance procedures*	SL Lead IV
Presentation of work		
Candidate does not fully complete the Awarding Body's cover sheet that is attached to their worked. submitted for formal assessment	*Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment*	CMS
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	*Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments.* *Regular monitoring ensures subject teacher use of appropriate secure storage*	SL NR
Adequate secure storage not available to subject teacher	*Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course.* *Alternative secure storage sourced where required*	SL NR
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	*Awarding Body guidance is sought to determine if alternative assessment arrangements can be made for the candidate.* *If not, eligibility for special consideration is explored and a request submitted to the Awarding Body where appropriate*	SL NR CMS
A candidate is absent on the day of the examiner visit for an unacceptable reason	*The candidate is marked absent on the attendance register*	SL NR
Task marking – internally assessed components		
A candidate submits little or no work	*Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the Awarding Body* *Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is. submitted to the Awarding Body*	Subject teacher SL
A candidate is unable to finish their work for unforeseen reason	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work*	SL CMS

The work of a candidate is lost or damaged	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for lost or damaged work*	Subject teacher SL CMS
Candidate malpractice is discovered	*Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed* *Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed.* *Appropriate internal disciplinary procedures are also followed*	Subject teacher SL SLT
A teacher marks the work of his/her own child	*A conflict of interest is declared by informing the Awarding Body that a teacher is teaching his/her own child at the start of the course.* *Marked work of said child is submitted for moderation whether part of the sample requested or not*	SL CMS
An extension to the deadline for submission of marks is required for a legitimate reason	*Awarding Body is contacted to determine if an extension can be granted.* *Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension*	Subject teacher SL CMS
After submission of marks, it is discovered that the wrong task was given to candidates	*Awarding Body is contacted for guidance.* *Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates*	SLT SL NR CMS
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	*Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the Awarding Body* *Records confirm candidates have been informed of their marks.* *Candidates are informed that these marks are subject to change through the Awarding Body's moderation process* *Candidates are informed of their marks to the timescale identified in the Centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks.* *Through the candidate exam handbook, candidates are made aware of the Centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the Centre's marking prior to the submission of marks to the Awarding Body*	SL SLT CMS
Deadline for submitting work for formal assessment not met by candidate	*Records confirm deadlines given and understood by candidates at the start of the course.* *Candidates confirm/record deadlines known and understood.* *Depending on the circumstances, Awarding Body guidance sought to determine if the work can be accepted late for marking providing the Awarding Body's deadline for submitting marks can be met.* *Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the Awarding Body for the candidate*	Subject teacher SL SLT CMS

Deadline for submitting marks and samples of candidates work ignored by subject teacher	*Internal/external deadlines are published at the start of each academic year.* *Reminders are issued through senior leaders/subject Heads as deadlines approach.* *Records confirm deadlines known and understood by subject teachers.* *Where appropriate, internal disciplinary procedures are followed*	SL NR CMS
Subject teacher long term absence during the marking period	*See Centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)*	SL NR CMS