



BLACON
HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

Controlled Assessments and Non-Examination Assessments Policy

VISION STATEMENT

We want Blacon High School to be a safe and caring place at the heart of our community, where everyone is valued and supported to aspire, believe and achieve beyond their potential.

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Contents

1. Aims.....	3
2. Legislation	3
3. Definition	3
4. Roles and responsibilities.....	3
4.1 Head of centre	3
4.2 Senior leaders	4
4.3 Subject leaders.....	4
4.4 Teachers.....	5
4.5 Exams officer.....	6
4.6 Special educational needs co-ordinator (SENCO).....	6
4.7 Good practice.....	6
5. Task setting	7
6. Task taking	7
6.1 Supervision.....	7
6.2 Advice and feedback	7
6.3 Resources	8
6.4 Group work	8
7. Authentication	8
8. Task marking.....	9
8.1 Internally assessed work.....	9
8.2 Externally assessed work	9
9. Malpractice	9
9.1 Student Malpractice.....	10
9.2 Teacher Malpractice	10
10. Enquiries about results	10
11. Monitoring	11
12. Links with other policies	11
Appendix A- Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments).....	11

1. Aims

This policy aims to:

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

2. Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's instructions for conducting non-examination assessments](#), which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the [JCQ's guidance on post-results services](#) and [general regulations for approved centres](#).

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking.

4. Roles and responsibilities

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

4.1 Head of centre

In our school, the head of centre is Rachel Hudson, Headteacher.

The head of centre is responsible for:

- Ensuring that the centre's non-examination assessment policy is fit for purpose
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that [JCQ's information for candidates](#) is distributed to all candidates prior to assessments taking place
- Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

4.2 Senior leaders

In our school, the Senior Leadership Lead is Nick Scoltock, Deputy Headteacher:

The Senior Leadership Lead is responsible for:

- Ensuring that each Department carries out controlled assessments in accordance with JCQ guidelines and awarding bodies' subject-specific instructions.
- Co-ordinating with Head of Department to schedule controlled assessments.
- Mapping overall resource management requirements for the year. As part of this resolve:
- Clashes / problems over the timing or operation of controlled assessments. Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.).
- Ensuring that all staff, students and parents have access to a calendar of events.

All Senior Leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions

4.3 Subject leaders

Subject leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- The safe and secure conduct of controlled assessment in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Undertaking appropriate departmental standardisation of non-examination assessments
- 100% of overall assessment (controlled and / or external assessment) is taken in the exam series in which the qualification is certificated.
- All marking is standardised.
- All teachers in each department will understand their responsibilities with regard to controlled assessments and are familiar with the contents of the JCQ publication 'Instructions for Conducting Controlled Assessments'.
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject-specific instructions.
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials, together with the work produced by the candidates, are stored securely at all times. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar.
- Supply to the exams office details of all unit codes for controlled assessments.
- SENCO is informed about any assistance required for the administration and management of access arrangements.

- In the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices.
- Where videos or photographs/images of the candidates are to be included as part of the controlled assessment consent is obtained from parents/carers/guardians.
- A log is kept which contains:
 - The date and time of each assessment together with its title
 - The name of the supervising teacher
 - A list of candidates who were present during the assessment
 - A list of any absent candidates
 - A log of any incidents which occurred during the assessment is kept for each controlled assessment.

4.4 Teachers

Teachers are responsible for:

- Comply with the general guidelines contained in the JCQ publication 'Instructions for Conducting Controlled Assessments'.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times.
- For BTEC qualifications ensure that LIV status is maintained.
 - All assignment briefs are updated and internally verified each academic year.
 - Student assignments and marks are internally verified.
- Supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body within the internal deadline given, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- 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.
- Inform each candidate with an entry for centre assessed work of the mark(s) awarded so that they may request a review of the centre's marking before marks are submitted to the awarding body – Appendix A.
- Advise them that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
- Having received a request for copies of materials, promptly make them available to the candidate.
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

- Allow sufficient time for the review to be carried out, make any necessary changes to marks and inform the candidate of the outcome, all before the awarding body's deadline.
- Ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the outcome of the review.
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- Inform the candidate promptly in writing of the outcome of the review of the centre's marking.

4.5 Exams officer

The exams officer is responsible for:

- Supporting the administration/management of non-examination assessment
- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for entries.
- Enter student 'cash-in' codes for the terminal exam series.
- Distribute electronically the JCQ 'Instructions for Conducting Controlled Assessment' booklets and 'Notice to Candidates for Conducting Controlled Assessments' on receipt.
- Download and distribute mark sheets for teaching staff to enter grades, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Submit the marks and samples to the awarding bodies and moderators.

4.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Ensuring access arrangements have been applied for.
- Ensuring that all relevant staff are aware of any access arrangements that need to be applied
- Working with teaching staff to ensure requirements for supporting candidates are met.

4.7 Good practice

- At the start of formal sessions of controlled assessment candidates will be required to turn off mobile phones and **airpods/earphones** and put all belongings in a room adjacent to the room the controlled assessment takes place in. **All watches must be removed and stored securely.**
- Staff are asked to go through the JCQ *Notice to Candidates (for controlled assessments or coursework)* at the start of each assessment and ensure that pupils fully understand the penalties incurred in the case of any kind of malpractice.

5. Task setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, heads of department/teachers will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

6. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

6.1 Supervision

- Invigilators are not required
- Centres are not required to display the JCQ 'no mobile phone/Watch' poster or JCQ 'warning to candidates'
- Candidates do not need to be directly supervised at all times
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body
- Teachers will ensure that:
 - There is sufficient supervision of every candidate to enable work to be authenticated
 - The work that an individual candidate submits for assessment is his/her own
- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will also:
 - Ensure that candidates understand the need to reference work
 - Give guidance on how to do this, and
 - Ensure that candidates are aware that they must not plagiarise other material

6.2 Advice and feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- Unless specifically prohibited by the awarding body's specification, teachers may:
 - Review candidates' work and provide oral and written advice at a general level
 - Having provided advice at a general level, allow candidates to revise and redraft work
 - Explain the need to reference all work that is not the candidates own
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given

- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance will not be given
- Failure to follow this procedure constitutes malpractice

6.3 Resources

- Teachers will be aware of the awarding body's restrictions with regard to access to resources
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices
- Candidates will not introduce new resources between formally supervised sessions
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates

6.4 Group work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work
- Where it is permitted, some assignments may be undertaken as part of a group
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- Group assessment is not permitted

7. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

To ensure the authentication of candidate's cyber security best practice will be followed where work is completed using ICT. Students should:

- Use a strong/unique password which is regularly changed
- Keep details of their account secret and not share with other candidates
- Enable additional security setting whenever possible

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
 - The work is solely that of the candidate concerned
 - The work was completed under the required conditions
 - Signed candidate declarations are kept on file

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

8. Disruption to delivery of course

When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning e.g. if the centre is forced to close due to increasing rates of coronavirus, or if the completion of work is affected by internal or external factors e.g. network failure due to cyber-attack.

- Seek advice from relevant awarding organizations and JCQ
- Have a contingency plan to facilitate alternative methods of learning using Google Classroom, textbooks and per-printed resources
- Apply for an extension to the official deadline for the submission of marks/samples of work
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements
- Offer candidates an opportunity to sit any examinations missed at the next available series (where the examination is not the terminal series)
- Communicate any changes to your plans with parents, carers and students

9. Task marking

9.1 Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded. We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body. We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

9.2 Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed. Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

10. Malpractice

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

Teachers will familiarise themselves with the [JCQ guidance on sharing assessment material and candidates' work](#).

Teachers will be vigilant in relation to candidate malpractice.

Candidates must not:

- Submit work which is not their (without clear reference to the original source material)
- Make their work available to other candidates through any medium, including social media

- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party without acknowledgement
- Include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

10.1 Student Malpractice

The exams officer will:

- Report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice.
- If the irregularity is discovered prior to the candidate signing the declaration of authentication form, investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body.
- If the irregularity is identified after the candidate has signed the declaration of authentication, the Deputy Head will submit full details of the case to the relevant awarding body at the earliest opportunity.
- Supervise all investigations resulting from an allegation of malpractice.
- Respond appropriately to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved.

10.2 Teacher Malpractice

- The school will carry out an investigation where it is evident that a teacher has helped a child with their controlled assessment beyond the guidelines contained within each specification.
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

11. Enquiries about results

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

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

12. Monitoring

This policy will be reviewed by Nick Scoltock, Deputy Headteacher at the beginning of each academic year. At every review, the policy will be shared with the governing board and approved by Governor's Curriculum, Safeguarding and Equality committee.

13. Links with other policies

The policy should be read in conjunction with the Exams policy.

Appendix A

Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Blacon 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 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. Blacon 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. Blacon High School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Blacon High School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.

3. Blacon High School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Blacon High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Blacon High School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests for reviews of marking **must** be made in writing.
6. Blacon High School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Blacon High School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Blacon High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.