



Executive Headteacher: Mrs J McKeown

# NON-EXAMINATION ASSESSMENT POLICY

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# Contents

1. Rationale
2. Legislation
3. Definition
4. Roles & Responsibilities
5. Registration & Certification
6. Task Setting
7. Task Taking
8. Authentication
9. Task Marking
10. Malpractice
11. Enquiries about Results
12. Use of Word Processors
13. Appendix 1

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## 1. Rationale

This policy aims to:

- Cover procedures for planning and managing non-examination assessments
- Define colleagues' 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 colleagues in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, colleagues should read the JCQ guidance referred to above.

### Head of centre

In our school, the Head of Centre (also known as Quality Nominee) is Andrew Page

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

### **Subject leaders**

Subject leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments

### **Teachers**

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marking internally assessed work to the criteria provided by the awarding body

### **Exams officer**

The Exams Officer is responsible for:

- Supporting the administration/management of non-examination assessment

### **Special educational needs co-ordinator (SENCO)**

The SENCO is responsible for:

- Ensuring that all relevant colleagues are aware of any access arrangements that need to be applied

## 5. Registration and Certification

Aims:

1. To register individual pupils to the correct programme within agreed timescales.
2. To claim valid pupil certificates within agreed timescales.
3. To construct a secure, accurate and accessible audit trail to ensure that individual pupil registration and certification claims can be tracked to the certificate which is issued for each pupil.

In order to do this, Danebury School will:

- Register each pupil within the awarding body requirements.
- Provide a mechanism for Subject Leaders to check pupil registrations.
- Make each pupil aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to pupil details.
- Ensure that certification claims are based solely on internally verified assessment documents.
- Audit certificate claims made to the awarding body.
- Audit certificates from the awarding body to ensure accuracy.

## 6. Task setting

Where the school is responsible for task setting, in accordance with specific awarding body guidelines, subject Leaders will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification
- Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

## 7. Task taking

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

### Supervision

- 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 and that the work that an individual candidate submits for assessment is his/her own
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will 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

### 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 and having provided advice at a general level, allow candidates to revise and redraft work

- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given
- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance will not be given
- Failure to follow this procedure constitutes malpractice

### 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

### 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

## 8. 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.

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, completed under the required conditions and 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 Head of Centre will be informed.

## 9. Task marking

### 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 verbally 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.

Both internal and external moderation will occur, any changes in marks based upon moderation will be shared with pupils.

### 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 will make sure teaching colleagues 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.

### **Definitions of Malpractice by Pupils:**

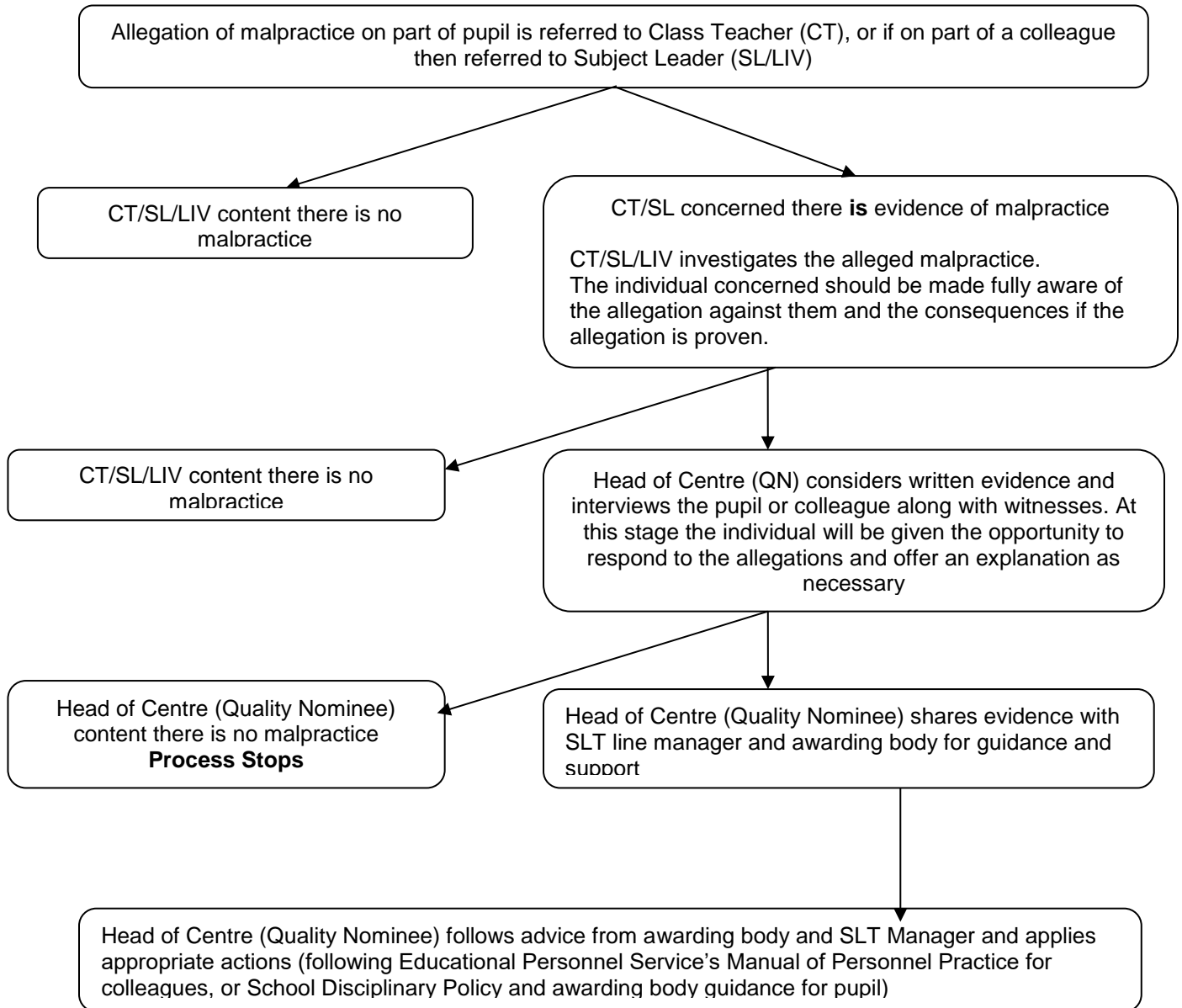
- Plagiarism of any nature.
- Collusion with others by working collaboratively and then submitting work as an individual pupil.
- Copying (including using ICT to copy)
- Deliberate destruction of another's work.
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another.
- Use of a previous candidates work.

### **Definitions of malpractice by Danebury School Colleague:**

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework secure.
- Improper retention of certificates.
- Assisting pupils in the production of work, where the outcome has the potential to influence the outcomes of assessment.
- Producing falsified witness statements, for example where evidence for the pupil has not been generated.
- Allowing evidence, which is known by the colleague not to be the pupil's own work, to be included in the pupil's assignment.
- Facilitating and allowing impersonation.
- Falsifying records/certificates.
- Fraudulent certificate claims, that is, claiming a certificate prior to a pupil completing all the requirements of assessment.

These lists are not exhaustive and other instances of malpractice may be considered by Danebury School.

## Processes for addressing possible malpractice



## 11. Enquiries about results

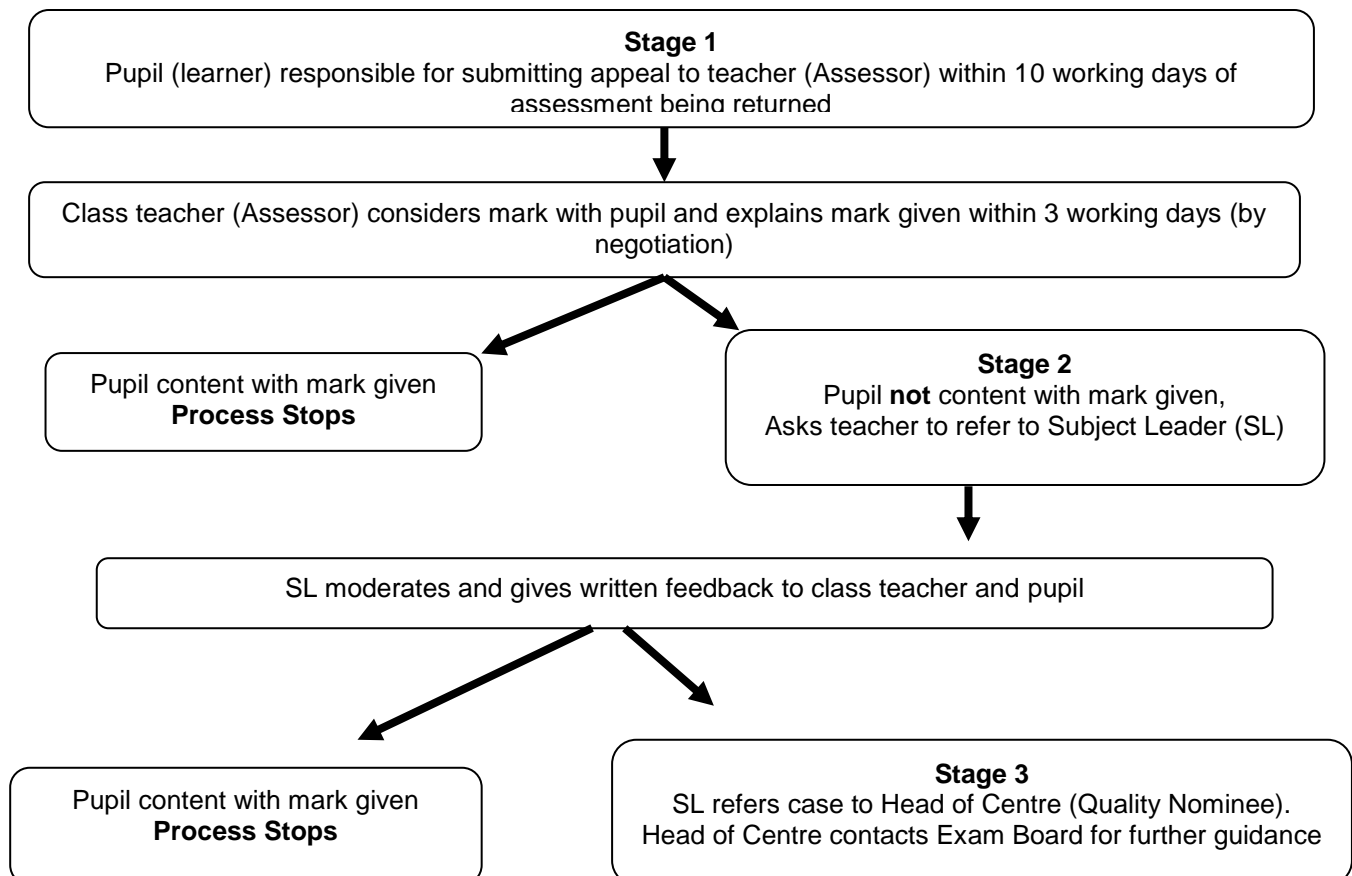
Aims:

1. To enable the pupil to enquire, question or appeal against an assessment decision.
2. To attempt to reach an agreement between the pupil and the assessor at the earliest opportunity.
3. To standardise and record any appeal to ensure openness and fairness.
4. To facilitate a pupil's ultimate right of appeal to the awarding body, where appropriate.
5. To protect the interests of all pupils and the integrity of the qualification.

In order to do this, Danebury School will:

- Inform the pupil at the start of a course of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a pupil considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Take appropriate action to protect the interests of other pupil and the integrity of the qualification when the outcomes of an appeal question the validity of other results.
- Monitor appeals to inform quality improvement.

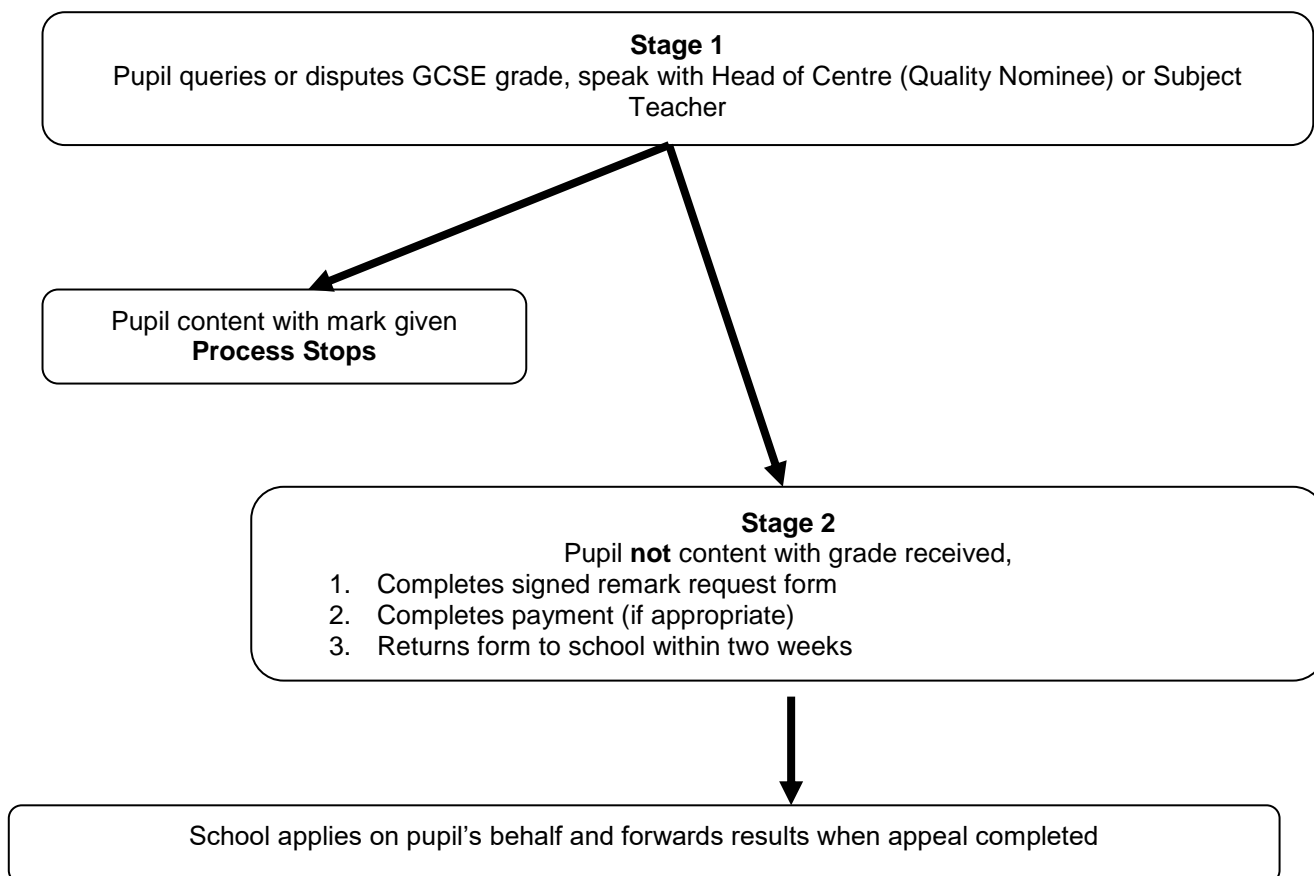
### Internal Appeal Processes





## External Exams Appeals

Pupils have a right to appeal against a GCSE grade. In order to appeal pupils should read instructions on school website and submit a written request using the form available within two weeks of receiving the GCSE results. This request should include payment if appropriate.



## 12. Use of Word processors

*A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations, or can work faster on a keyboard, or because he/she uses a laptop at home. (JCQ Access Arrangements and Reasonable Adjustment)*

A word processor (spell and grammar check disabled) can be used in examinations:

- If a candidate has a below average (Standard Score 84) handwriting speed, but their typing speed compensates for their slow speed of writing, i.e. the candidate is able to type at a speed equivalent to an average handwriting speed. The formal assessment of below average handwriting will have been completed by the specialist assessor.
- If a candidate's writing is extremely difficult to read and likely to place them at a disadvantage in an exam. A copy of the candidate's writing should be kept on file.
- If the candidate has an impairment that makes it difficult or uncomfortable to handwrite in examinations. Evidence of this difficulty should be kept on file.
- If the candidate has problems with planning and organisation when writing by hand, and the quality of language significantly improves as a result of using a word processor. Teacher evidence should support this arrangement.

**The use of a word processor must reflect the candidate's normal way of working within the centre**

**Exceptional circumstances** may also be considered; such as a temporary injury that makes handwriting uncomfortable. In such circumstances, it would be expected that the request will be supported by medical evidence.

Once the use of a word processor has been agreed it will apply to all subjects (except maths). However, the candidate does not have to use it in all subjects, e.g. they may prefer to handwrite their science paper for example. It can also be used to type certain questions only, i.e. those requiring extended writing.

**Candidates are responsible for frequently saving their work in class and during the exam time.**

Requests for the use of a word processor should be made via the Specialist Assessor using the word processor referral sheet, found in the Learning Support folder online.

## 13. Appendix 1

### BTEC Assessment policy

#### Aims:

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
2. To ensure that the assessment procedure is open, fair, and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decision.

#### To do this, Danebury School will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid, and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for plagiarism & assessment malpractice
- Maintain accurate and detailed records of assessment decisions • Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination/ moderation as required by Pearson
- Monitor standards verification/external examination/ moderation reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval

### BTEC Internal Verification policy

#### Aims

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
3. To ensure that the Internal Verification procedure is open, fair, and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

#### To do this, Danebury School will ensure:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered, annually, with Pearson and has completed standardisation with the programme team
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained, and supported. Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites, and assessors is internally verified
- Secure records of all internal verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice

## **BTEC Appeals policy**

### **Aims**

1. To enable the learner to enquire, question or appeal against an assessment decision
2. To attempt to reach agreement between the learner and the assessor at the earliest opportunity
3. To standardise and record any appeal to ensure openness and fairness
4. To facilitate a learner's ultimate right of appeal to the Pearson and the Office of the Independent Adjudicator (BTEC Level 4-Level 7 only), where appropriate
5. To protect the interests of all learners and the integrity of the qualification.

### **To do this Danebury School will:**

- Inform the learner at induction, of the Appeals Policy and procedure
- Accurately record, track, and validate any appeal submitted
- Forward the appeal to Pearson when a learner considers that an assessment decision continues to disadvantage them after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Pearson for a minimum of 18 months
- Have a staged internal appeals procedure
- Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement

## **BTEC Assessment Malpractice policy**

### **Aims**

1. To identify and minimise the risk of malpractice by staff or learners
2. To respond to any incident of alleged malpractice promptly and objectively
3. To standardise and record any investigation of malpractice to ensure openness and fairness
4. To report all alleged, suspected, and actual incidents of malpractice to Pearson
5. To protect the integrity of this centre and BTEC qualifications.

### **To do this, Danebury School will:**

- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone
- Seek to prevent malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the sanctions for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Require learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Advise learners of the centre's rules regarding whether AI tools (e.g., ChatGPT) can be used and, if so,
- Require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work
- Report to Pearson all alleged, suspected and actual incidents of malpractice in accordance with JCQ Suspected Malpractice Policies and Procedures (add link)
- Where required, gather information for an investigation in accordance with Pearson instructions. Such an investigation will be supported by the Head of Centre / Principal / CEO and all personnel linked to the allegation. Where malpractice is proven, Pearson will determine the sanctions to be imposed.

### **Learner Malpractice**

This list of examples is not exhaustive:

- Plagiarism of any nature, including the misuse of AI tools

- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework • Impersonation, by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment/examination/test

## **Staff Malpractice**

This list of examples is not exhaustive:

- Improper assistance to learners
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the learners' achievement to justify the marks given or assessment decisions made
- Failure to keep learner coursework/portfolios of evidence secure
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader
- Falsifying records/certificates, for example by alteration, substitution, or fabrication
- Improper certificate claims, e.g., claiming for a certificate prior to the learner completing all the requirements of assessment

## **BTEC Collaborative arrangements policy**

### **Aims**

1. To ensure that all collaborative (consortia) arrangements are approved and meet requirements
2. To ensure delivery and assessment of each qualification delivered through the arrangement will meet the learning outcomes and assessment requirements set out by Pearson
3. To manage quality assurance processes to provide robust internal verification that fully meets Pearson requirements

### **To do this, Danebury will**

- have a process in place to ensure that approval to deliver qualifications in partnership with another provider has been authorised by Pearson, prior to recruitment & the start of teaching of the qualification(s)
- make sure that all providers have qualification approval before applying for approval under a collaborative arrangement
- identify a Lead Centre for the collaborative arrangement, to coordinate the quality assurance for each qualification delivered
- ensure a Lead Internal Verifier (LIV) is registered annually for each qualification delivered
- ensure that the LIV completes standardisation activities annually and undertakes appropriate standardisation training with all staff completing assessment and internal verification
- make accurate learner registrations and claims under the appropriate consortium programme code and / or subsite
- have appropriate policies and procedures for registration and certification of learners in place
- ensure we have access to all quality assurance documentation linked to registered learners
- ensure we have access to all learner progress and achievement records
- be included /participate fully in regular evaluation and review of all qualifications delivered in the collaborative arrangement

- retain all assessment evidence and quality assurance documentation relating to registered learners in line with Pearson requirements
- participate in Pearson quality assurance monitoring through the Holistic Review and Standards Verification (SV)
- complete and submit an Annual Quality Declaration to confirm that all required Centre Quality processes and procedures are in place and operating effectively
- apply the outcomes of Standards Verification and support any essential actions required
- ensure we / or the Lead Centre communicate any changes or amendments to the collaborative arrangement to Pearson, including adding or withdrawing from a collaborative arrangement and adding or withdrawing qualifications

## **BTEC Special consideration and reasonable adjustments - \*new\***

### **Aims**

1. To make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
2. To ensure any Special Consideration adjustment to a candidate's mark or grade to reflect temporary injury, illness, or other indisposition at the time of the examination/assessment is submitted appropriately and timely.
3. To ensure that learners are not unfairly disadvantaged/advantaged during the assessment process.

### **To do this, Danebury School will**

#### **Reasonable adjustments**

- Ensure any reasonable adjustment during an assessment reflects the normal learning or working practice of a learner in the centre or working in an occupational area
- Only use mechanical, electronic, and other aids to demonstrate competence that are generally commercially available or available from a specialist supplier
- Ensure any adaptations do not impact on any assessment standards or competence standards being assessed
- Only use adaptations that are recognised in current JCQ guidance and contact Pearson for further guidance, if appropriate
- Consider any reasonable adjustment on a case-by-case basis
- Provide evidence of need if requested by Pearson
- Inform the learner where a reasonable adjustment application has been submitted to Pearson
- Record all reasonable adjustments made in relation to internal assessments on Form VQ/IA and make available to Pearson on request
- Apply for reasonable adjustments to external assessments in line with deadlines published by Pearson. Special Considerations
- Apply for any special consideration at the time of the assessment and in line with deadlines published by Pearson
- Only apply for a special consideration if the situation meets current JCQ guidance
- Only apply for special consideration if the centre is satisfied that there has been a material detrimental effect on the learner performance in external or internal assessment
- Make any applications on a case-by-case basis
- Inform the learner where a special consideration application has been submitted to Pearson
- Submit special consideration requests to Pearson in line with the published requirements along with evidence requested to support the request
- Make all applications for special considerations on the appropriate form as required by Pearson
- Ensure all applications are authorised by the head of centre/ Principal/CE

### Key Roles 2025-2026

Roles	Names
Head of Centre/ Quality Nominee (QN)	Mrs N Goodridge
Lead Internal Verifier (LIV)	Mrs S Cleaver-Bailey
Deputies for LIV	N/A see centre's contingency plan
Assessor (A)	Mrs N Goodridge Mrs S Cleaver-Bailey Mr M Thomas Mrs M Freeman