

Non-Examined Assessment (NEA) Policy

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1 Introduction

This policy applies to GCSE controlled assessments, GCSE non-examination assessments and Project qualifications

2 Conduct of NEAs

All students are offered the opportunity to complete NEAs in English and Science.

3 Staff Responsibilities

Leadership Group

- Accountable for the safe and secure conduct of NEAs. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the Academic year, co-ordinate with heads of department/subject to schedule controlled assessments.
- Map overall resource management requirements for the year e.g. timing to avoid clashes/access to facilities
- Ensure that all staff involved have a calendar of events

Heads of Department / Heads of Subject

- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching Staff

- Understand and comply with the general guidelines contained in JCQ publications
- Understand and comply with the awarding body specification for conducting NEAs, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for NEAs
- 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.

- Supervise assessments (at the specified level of control). 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 when required, keeping a record of the marks awarded.
- 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 appropriate Special Educational Needs Co-Ordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Report any incidents of plagiarism or malpractice.

Special Educational Needs Co-Ordinator/Additional Learning Support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff to provide necessary access arrangements are met.

Exams Officer

- Enter students for individual units, whether assessed by NEA, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by exams, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Ensure appropriate supporting evidence for special arrangements and signed data protection forms on file in support of application are retained (within exams or by the support department) – ready for view by a JCQ inspector if requested.
- Ensure SIMS marksheets are available for teaching staff to use. Collate and send marks to awarding bodies before deadlines.
- On the few occasions where NEAs cannot be conducted in the classroom arrange suitable accommodation, at the direction of the senior leadership team.

4 Review of Marking – Centre Assessed Marks

We are 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. We are 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.

We will:

- ensure that candidates are informed of their centre assessed marks at least two weeks before the exam board deadline so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- 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.
- 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.
- 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 **must** be made in writing.
- 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.
- 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.
- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- inform the candidate in writing of the outcome of the review of the centre's marking. 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.

Risk Management Process

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment or NEA schedule clashes with other activities	Plan/establish priorities well ahead in school calendar	Plan dates in consultation with school calendar. NEA to take priority	HoDs & Exams Officer
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments or NEA	Use Exam spaces where appropriate	HoDs & Exams Officer
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Contact Exams Administrator to book rooms	HoDs
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HoDs
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HoDs & Exams Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Tell students well ahead of assessment date to avoid unnecessary absenteeism.	Subject teaching staff
Control levels for task taking			

The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HoDs
Supervision			
Student study diary/plan not provided or completed if required	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Teaching Staff
Teaching staff do not understand that the supervision of controlled assessments or NEA is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments or NEA and their role in supervising assessments	At the start of the school year Send out controlled assessment & NEA policy and guidance notes to all HoDs to enable them to brief their teaching staff	Exams Officer
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment or NEA session where a teacher is not supervising, in line with the awarding body's specification	HoDs to inform Exams Administrator who will then arrange for invigilation	HoDs & Exams Officer
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	HoDs to brief staff at the start of controlled assessment & NEA window	HoDs
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	HoDs & Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	All work to be kept in secure cupboard that is not accessible to students	HoDs & Teaching staff
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the course	Find alternative storage within the centre	HoDs & Exams Officer

