Non-Examination Assessment Policy

Dibden Park School

Document control	Details
Accountable role	Headteacher – Head of Centre (Naomi Carter) & Deputy Head Teacher (Sarah Drummond)
Operational lead	Examinations Officer — Mrs. Laura Bortkiewicz
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Our vision

Dibden Park School supports every child and young person to feel safe, be heard, discover their worth, develop their strengths and create a limitless future.



Respect | Engage | Belong | Independence | Ambition

Learn Now, Succeed Together, Grow Forever

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1. Purpose and scope

This policy sets out how Dibden Park School plans, supervises, authenticates, marks and submits GCE and GCSE non-examination assessments. It is also the school's written controlled assessment policy for any CCEA GCSE specification that includes a controlled assessment unit or component. It is intended to protect the integrity of qualifications while ensuring that pupils understand the requirements and receive the access arrangements and support to which they are entitled.

The policy applies to all staff and pupils involved in assessments entered through Dibden Park School, including internally assessed work and externally assessed practical or performance assessments that the awarding organisation classifies as non-examination assessment. For CCEA GCE unitised AS and A level coursework, staff must also follow the current JCQ Instructions for conducting coursework. This policy is a centre-wide framework; the current awarding organisation specification, subject guidance, task instructions and assessment conditions take precedence wherever they set a more specific requirement.

Dibden Park School serves pupils aged 8 to 16, and all pupils have an Education, Health and Care Plan. Staff will explain assessment rules in age-appropriate language and plan reasonable adjustments and practical support without changing the assessment objective or breaching the required control conditions.

2. Principles

- Assessment work must be the pupil's own and must be completed under the conditions set by the awarding organisation.
- The required level of control may differ between task setting, task taking and task marking, and may differ between stages within one assessment. Staff must check the exact specification and current subject guidance before each assessment series.
- Assessment must be fair, consistent and accessible. Support, feedback and resources must stay within what the awarding organisation permits.
- Live assessment materials, candidate work and marks must be kept secure and confidential while they are in the school's possession.
- Concerns about authenticity, malpractice, loss of work or a breach of conditions must be raised promptly with the Headteacher and Examinations Officer and handled under current awarding organisation procedures.

3. Roles and responsibilities

- The Headteacher, as Head of Centre, is accountable for the school's compliance with JCQ and awarding organisation requirements. The Headteacher approves this policy, ensures that suitable staff and resources are available, and makes sure suspected malpractice is investigated and reported where required.
- The Examinations Officer coordinates the assessment calendar and administrative controls; checks board-specific instructions, deadlines and secure-material requirements; confirms entries and access arrangements with relevant staff; supports secure mark submission; and retains the central records and evidence of compliance.
- The subject leader is responsible for the assessment plan for each subject and component. They confirm the correct specification, assessment task and control levels; identify rooms, equipment, staff and IT needs; brief teachers and supervisors; organise internal standardisation; and check that marks and required sample work are submitted on time.
- Teachers and assessors explain the task conditions and candidate rules, supervise work at the level required, provide only permitted guidance, record any permitted assistance, authenticate work, mark it against the published criteria and raise concerns about authenticity or security immediately.
- The SENCo or access arrangements lead confirms approved arrangements and advises staff how to apply them in the assessment. The IT lead supports permitted digital working and the security of assessment files, user accounts and storage.

- Pupils follow the assessment instructions, meet the school's deadlines, keep their work secure, acknowledge sources and any permitted AI use, and sign the required authentication declaration. They must tell the teacher about help received from anyone other than the teacher.

4. Planning and task setting

Before work begins, the subject leader completes an assessment plan for each component or assessment window. The plan is shared with the Examinations Officer and relevant staff and records:

- awarding organisation, qualification, specification, subject, component and series;
- the task version and the level of control for task setting, task taking and task marking, including any separate stages;
- key dates, candidate deadlines, supervised sessions, rooms, equipment, staffing and any contingency sessions;
- permitted resources, collaboration, internet or AI use, word or time limits, and how candidate work will be stored and submitted;
- approved access arrangements, health and safety controls, internal standardisation arrangements and the person responsible for each check.

The subject leader checks that the correct live task and mark scheme are used for the relevant year or series. Where material is issued securely, it is accessed only by authorised staff, stored in an access-controlled location and issued to pupils at the permitted time. Staff must not disclose live tasks, mark schemes or assessment material earlier than the awarding organisation allows. Any local task design or adaptation must remain within the specification and must provide all pupils with a fair opportunity to demonstrate the assessment objectives.

The Examinations Officer and subject leader review the calendar across subjects to avoid unreasonable clashes and confirm capacity for rooms, specialist equipment, IT and supervision. They identify foreseeable risks, including staff absence, pupil absence, equipment or network failure, loss of work and unauthorised access, and agree practical contingency arrangements before the assessment starts.

5. Task taking and supervision

The subject leader and teacher follow the control conditions stated in the current specification and task instructions. For CCEA GCSE controlled assessment, the three control levels are high, medium and limited; a different level may apply to task setting, task taking and task marking, and to separate stages of task taking. The supervisor must understand what is permitted before the session begins.

For formally supervised or high-control work, candidates remain within direct sight of the supervisor for the required period, work independently, and have access only to authorised materials. The teacher removes or covers displays that could assist candidates and prevents access to prohibited websites, email, phones, smart watches or other devices. For medium or limited control, supervision, resources, internet use and collaboration follow the specification. "Limited" control does not remove the duty to authenticate the work.

Teachers may teach and give general preparation before the assessment in accordance with the specification. During task taking, teachers must not give prohibited help, lead a pupil to a response or correct or improve work beyond permitted feedback. Teachers must not provisionally assess a completed submission and allow the pupil to revise it. Any draft review or redrafting must be expressly permitted by the qualification rules and take place before final assessment. Where permitted support or feedback is given, the teacher records what was provided and follows the specification on how that assistance affects marking or must be reported to the moderator.

When group work or collaboration is permitted, staff ensure that each pupil's assessable contribution can be identified. Unless the specification says otherwise, pupils produce their own individual response, use their own words to explain shared information and draw their own conclusions. Group work must not result in a shared mark where individual assessment is required.

A pupil who misses a supervised session is offered a further supervised opportunity where the specification and timetable allow. Staff maintain the same security and control conditions for any catch-up session and record the date, duration and supervision arrangements.

6. Authentication, security and candidate conduct

At the start of the assessment, teachers explain the rules, permitted assistance and resources, referencing expectations, deadlines and the consequences of malpractice. Pupils receive the current awarding organisation information for candidates about non-examination assessments or controlled assessments, as applicable.

Pupils must submit work that is their own, must not copy from or allow copying by another person, and must acknowledge quotations, paraphrased ideas, images, data, websites and other sources. If an awarding organisation permits AI tools for a task, pupils must use them only within the stated rules, identify and reference use as directed, retain the prompts and generated content when required, and explain how the material was used. AI must not be used to produce work that is then presented as the pupil's own. Where AI is not permitted, it must not be used.

The teacher checks the work against the pupil's known standard and the evidence gathered during supervised sessions. The pupil and teacher sign the required authentication declaration at the point specified by the awarding organisation. Staff do not sign a declaration if they cannot reasonably confirm authenticity; they must refer the matter to the Headteacher and Examinations Officer.

Pupil work and live assessment material are stored in a secure, access-controlled location when not in use. Paperwork is labelled and kept in a locked cabinet or room; digital work is stored in the approved school system with suitable access controls and backup. Staff do not use personal email, unapproved cloud storage or removable media unless expressly authorised and secured. Work is not displayed, shared publicly or used as an exemplar while it remains live or identifiable without the permissions required by the awarding organisation and the school.

7. Marking and internal standardisation

Assessors mark the complete work against the current specification, mark scheme and subject guidance. They record marks and provide annotations that make clear how the criteria have been applied. Artificial intelligence must not be used as the sole or primary means of marking; the teacher reviews the work in its entirety and takes responsibility for the mark awarded.

Before marks are finalised, subject leaders carry out internal standardisation so that all pupils are assessed consistently. This includes sharing and discussing examples across the mark range, checking borderline decisions and reviewing marks for consistency. Where only one teacher assesses the component, the subject leader arranges an appropriate second review or standardisation with another suitably qualified assessor, internally or through an approved arrangement, where required by the awarding organisation.

Where a teacher has provided permitted assistance, annotations and records explain the assistance and show how it was taken into account in accordance with the specification. Staff must not adjust marks to meet a target grade or predicted outcome. The criteria and evidence determine the mark.

8. Submission, moderation and post-marking

The subject leader submits internally assessed marks and any required sample work by the awarding organisation's deadline, using the required system and authentication. The Examinations Officer checks that marks, candidate identifiers, declarations and sample selections are complete and that the submission receipt or confirmation is retained. Any discrepancy or late risk is reported to the Headteacher promptly.

The school retains the work and records required for external moderation, verification or inspection. Staff respond to moderator requests through the Examinations Officer and do not send assessment material directly to a moderator unless the awarding organisation instructs them to do so. Marks may be adjusted by

the awarding organisation after moderation; centre marks are provisional until the awarding organisation completes its process.

Pupils are told their centre-assessed mark or provisional outcome where required by the awarding organisation and are given access to the relevant evidence and assessment criteria in accordance with the school's Internal Appeals Procedure. Any review request must be received early enough to be considered before the external submission deadline. The review checks whether the published criteria were applied correctly and consistently; it is not an opportunity to improve or rework the assessed response.

The school retains work securely for the period specified by the awarding organisation and does not destroy work while a moderation, malpractice, appeal or other review is ongoing. After the applicable retention period, records and work are disposed of securely in line with the school's retention and data protection arrangements.

9. Access arrangements, special consideration and disruption

The SENCo/access arrangements lead and subject leader identify approved access arrangements before assessment begins and ensure that all relevant staff know how to apply them. Arrangements must reflect the pupil's normal way of working where required and must not undermine the assessment objectives or alter the required control conditions. Any approval that must be obtained from the awarding organisation is secured in advance.

If a pupil is absent, unwell or otherwise unable to complete an assessment, the subject leader informs the Examinations Officer promptly. The school first considers whether the pupil can complete missed work in a further session within the permitted assessment window. Special consideration is not automatic; the Examinations Officer checks the current awarding organisation criteria, evidence requirements and deadlines and makes an application only where the criteria are met.

If work is lost, damaged, corrupted or affected by a serious disruption, staff notify the Headteacher and Examinations Officer immediately, preserve any remaining evidence and make a dated record of what happened. The school follows the awarding organisation's current process for lost work, an extension, a fresh attempt, special consideration or other remedy. Staff do not recreate, replace or alter assessed work without authorisation.

10. Suspected malpractice

Any concern that a pupil's work may not be their own, that a candidate has breached task conditions, or that a member of staff has provided prohibited assistance must be reported immediately to the Headteacher and Examinations Officer. Staff preserve the work and relevant evidence, record the concern factually and avoid making promises about the outcome or discussing the matter more widely than necessary.

The Headteacher ensures the matter is handled fairly and confidentially, with the pupil given an appropriate opportunity to respond. The Examinations Officer checks the current JCQ Suspected Malpractice: Policies and Procedures document and the awarding organisation's requirements and reports the case to the awarding organisation where required. The school follows any investigation, evidence, declaration and deadline requirements. The awarding organisation determines any sanction within its rules.

AI-detection software, text-matching reports or other automated indicators may inform an investigation but must not be relied on alone to decide that malpractice has occurred. Staff consider the full evidence, including drafts, supervised work, sources, the pupil's explanation and the assessment conditions.

11. Records, risk management and review

The subject leader keeps the component assessment plan, task version, candidate instructions, attendance and supervision records, permitted assistance records, signed authentication statements, marking and standardisation evidence, submitted marks and moderator correspondence. The Examinations Officer maintains the central calendar, submission confirmations, access arrangement and special consideration

records, and any malpractice or disruption records. Records are stored securely and retained for the period required by the awarding organisation and the school's retention schedule.

The Headteacher and Examinations Officer review risks and any incidents after each assessment window. Lessons learned are recorded and used to update calendars, staffing, training, secure storage, IT arrangements and contingency plans. Staff receive the current guidance before undertaking assessment duties and must consult the Examinations Officer if requirements are unclear.

The Headteacher reviews this policy at least annually and whenever JCQ, CCEA or an awarding organisation changes its requirements. The current version is made available to relevant staff and can be provided to pupils, parents/carers and centre inspectors on request.

Appendix A. Assessment planning record

The subject leader completes and shares a separate record for each assessment component or window. The record may be kept electronically with the subject assessment evidence.

- Qualification, awarding organisation, subject, specification and component
- Assessment task and version; task setting, task taking and task marking control levels
- Assessment dates, candidate deadlines, supervised sessions and catch-up arrangements
- Permitted resources, collaboration, IT access and AI rules
- Rooms, equipment, staff, supervisor briefing and health and safety requirements
- Approved access arrangements and how they will be applied
- Work authentication, secure storage, backup and contingency arrangements
- Marking, internal standardisation, submission date and named responsible staff
- Key risks, agreed controls and review notes

References

- JCQ, Instructions for conducting non-examination assessments (GCE and GCSE specifications), effective 1 September 2026: https://www.jcq.org.uk/knowledge-hub/instructions-for-conducting-non-examination-assessments-gce-gcse-specifications/
- JCQ, General Regulations for Approved Centres, effective 1 September 2026: https://www.jcq.org.uk/knowledge-hub/general-regulations-for-approved-centres/
- JCQ, Suspected Malpractice: Policies and Procedures and AI Use in Assessments guidance: https://www.jcq.org.uk/exams-office/malpractice/
- CCEA, Conducting Controlled Assessments in CCEA GCSE Qualifications, current edition and subject-specific Instructions to Teachers: https://ccea.org.uk/document/23891
- JCQ, Instructions for conducting coursework, for CCEA GCE unitised AS and A level coursework and other listed qualifications: https://www.jcq.org.uk/knowledge-hub/instructions-for-conducting-coursework/

Staff must check the latest version of each document and the relevant subject-specific specification before every assessment series. This policy does not replace those requirements.