



TRUST IN LEARNING (ACADEMIES)

NON-EXAMINATION ASSESSMENT POLICY

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Approval By: Directors	Lead: Director of School Improvement	Review date: January 2026
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		



History of Policy Changes:

Date	Page	Change	Reason for Change
April 25		New policy	New over-arching policy for the Trust

Contents

1. Statement of Intent	- 3 -
2. Values and Principles.....	- 4 -
3. Objectives and Scope.....	- 4 -
3.1 Objectives	- 4 -
3.2 Scope	- 5 -
4. Responsibilities and Accountabilities	- 6 -
5. Policy.....	- 7 -

1. Statement of Intent

At Trust in Learning (Academies), we are dedicated to upholding the highest standards of integrity, fairness, and transparency in all examinations and assessments. We recognize that the credibility of academic achievements depends on the rigor and impartiality of the assessment process.

Our commitment is reflected in our proactive approach to ensuring that all non-examination assessment components, including controlled assessments and coursework, are conducted fairly, consistently, and in strict compliance with regulatory guidelines. We work closely with staff, students, and relevant examining bodies to maintain a secure and supportive environment that upholds academic integrity.

To achieve this, we implement robust procedures for authentication, monitoring, and quality assurance, ensuring that assessments are free from bias, malpractice, or undue advantage. Our staff receive regular training on assessment protocols, and students are provided with clear guidance on expectations, including rules surrounding plagiarism, collaboration, and independent work.

By fostering a culture of academic honesty and ethical responsibility, we strive to create a learning environment where every student has an equal opportunity to demonstrate their true capabilities and achieve their full potential.

2. Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3. Objectives and Scope

3.1 Objectives

The Non-Examinations Assessment policy aims to:

- Ensure Compliance – Maintain a written policy in line with JCQ regulations and awarding body requirements, ensuring it is available for inspection and updated annually
- Establish Clear Procedures – Define and implement structured procedures for planning, managing, and conducting NEAs, ensuring consistency and fairness across all assessments
- Clarify Roles and Responsibilities – Clearly outline the roles and responsibilities of staff, including the exams manager, to ensure effective oversight and adherence to policy guidelines
- Support the Head of Centre – Provide guidance to the Head of Centre to ensure that the school's NEA policy is fit for purpose and aligns with regulatory expectations
- Mitigate Risks – Identify and manage potential risks associated with NEAs, such as malpractice, authentication of student work, and assessment disruptions, to maintain assessment integrity

3.2 Scope

This policy applies to:

1. Candidates

Candidates are expected to complete their assessments independently and in accordance with the guidelines provided. This includes:

- **Submitting original work** – Ensuring that all coursework and assessments reflect their own efforts
- **Following assessment regulations** – Adhering to any rules set by the school and awarding bodies
- **Using appropriate resources** – Only utilizing approved materials and sources when completing assessments
- **Seeking clarification when needed** – Asking for guidance on assessment expectations if unsure

2. Staff

Staff play a vital role in ensuring the smooth and fair administration of NEAs. Their responsibilities include:

- **Providing clear guidance** – Supporting students by explaining assessment requirements and expectations
- **Maintaining assessment integrity** – Ensuring that all assessments are conducted fairly and consistently
- **Following awarding body procedures** – Adhering to established protocols for setting, supervising, and marking assessments
- **Accurately recording results** – Ensuring that all assessments are documented correctly and securely

3. Other Individuals

Parents, guardians, and external contributors also have a role in supporting the assessment process by:

- **Encouraging independent learning** – Helping students understand the importance of completing their work themselves
- **Respecting assessment boundaries** – Avoiding any undue influence or assistance beyond what is permitted

- **Supporting the school's procedures** – Understanding and reinforcing the guidelines set by the school and awarding bodies

The policy is aligned with the JCQ's "Suspected Malpractice Policies and Procedures," ensuring compliance with awarding body regulations. It also considers trends outlined in the **DfE report on GCSE, AS, and A-level malpractice in the Summer 2024 exam series**, emphasizing the need for secure digital practices and safeguarding against common breaches.

This policy works in conjunction with:

- **Safeguarding Policy:** Protecting pupils from undue pressure or coercion
- **Behaviour Policy:** Reinforcing conduct expectations during examinations
- **Data Protection Policy:** Ensuring the confidentiality of examination materials and records

For more information on JCQ regulations, refer to JCQ Suspected Malpractice Policies and Procedures.

4. Responsibilities and Accountabilities

4.1 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- To ensure the policy is well communicated to all Headteachers
- To ensure that the policy is regularly reviewed

4.2 Responsibilities of the Headteacher

- To oversee the consistent implementation of the NEA Policy, ensuring that all staff follow subject-specific guidelines and awarding body requirements for the planning, supervision, authentication, and submission of NEA work
- To regularly review and evaluate internal assessment procedures, resource availability, staff training, and the consistency of marking and moderation to ensure fairness and compliance
- To coordinate the dissemination of the NEA Policy to all relevant staff and students through briefings, training, and written guidance, ensuring everyone understands their roles and responsibilities in managing NEA components
- To investigate and respond to complaints or concerns regarding NEA conduct or outcomes, ensuring all issues are addressed transparently and in accordance with internal procedures and awarding body expectations
- Confirms adherence to the latest NEA and ICC instructions
- Ensures the policy covers all types of NEAs
- Details procedures for internal assessment appeals

4.3 Responsibilities of senior leaders

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for staff and pupils as required, to ensure the policy is understood
- Ensure compliance with NEA, ICC, and awarding body instructions
- Record assessment schedules in the centre-wide calendar

4.4 Quality Assurance Lead/Lead Internal Verifier

- Confirms the use of appropriate forms and templates
- Ensures internal standardisation of marks
- Confirms the use of appropriate forms and templates

4.5 Exams Manager

- Provides updated JCQ NEA and ICC documents to staff
- Supports the administration of NEAs

4.6 Head of Department

- Ensures subject teachers follow NEA guidelines
- Collaborates with QA lead to standardise marks
- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures

4.7 Subject teacher

- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

4.8 Responsibilities of parents

- To support the implementation of the policy with the child
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

4.9 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

5. Policy

This policy outlines the management of non-examination assessments (NEAs), controlled assessments, and coursework for GCE and GCSE specifications at Trust In Learning (Academies). It ensures compliance with the Joint Council for Qualifications (JCQ) requirements and awarding bodies' guidelines.

The purpose of this policy is to:

- Confirm the JCQ requirement for a written policy on NEAs
- Ensure procedures for planning and managing NEAs are in place
- Define staff roles and responsibilities
- Manage risks associated with NEAs

5.1 What are Non-Examination Assessments?

NEAs assess subject-specific knowledge and skills that cannot be evaluated through timed written papers. They include:

- **Task Setting**
- **Task Taking**
- **Task Marking**

5.2 Coursework

Coursework evaluates candidates' skills, knowledge, and understanding not easily assessed by timed written papers. It includes various forms as outlined by JCQ's Instructions for Conducting Coursework.

5.3 Procedures for Managing NEAs

Task Setting

- **Subject Teacher:** Selects or designs tasks, makes criteria known to candidates

Task Taking

- **Supervision:** Ensures tasks are completed under required conditions
- **Advice and Feedback:** Provides general guidance without specific model answers

Resources

- Refers to awarding body documentation for resource access
- Ensures candidates are informed about the use of AI and other digital tools

Authentication

- Ensures candidates declare work is their own
- Keeps declarations on file for required periods

5.4 Task Marking

Marking and Annotation (general)

- **Head of Centre:** Avoids conflicts of interest in marking
- **Subject Teacher:** Accesses training, marks according to criteria, and annotates work

Internal Standardisation

- **Subject Teacher:** Marks to common standards
- **QA Lead:** Ensures consistent marking across assessors

Sampling

- **Subject Teacher:** Selects, annotates, and organises student work; ensures accurate marking; provides required documentation; follows guidelines; liaises with Head of Subject; meets deadlines
- **Head of Subject:** Oversees consistency; checks samples; ensures standardisation; supports teachers; compiles necessary paperwork; addresses discrepancies; communicates with exam board; ensures compliance; submits samples on time
- **Exams Manager:** Ensures accurate submission of marks
- **QA Lead:** Ensures consistent marking across assessors

Access Arrangements and Special Considerations

- **SENDCo:** Ensures access arrangements are applied
- **Exams Manager:** Manages special consideration applications

Malpractice

- **Head of Centre:** Reports any malpractice incidents
- **Subject Teacher:** Educates candidates on malpractice risks

Post-Results Services

- **Head of Centre:** Ensures clear internal appeals procedures
- **Exams Manager:** Manages post-results services requests

This policy will be reviewed and updated annually to ensure ongoing compliance and effectiveness in managing non-examination assessments.