Amplify Education

Examination / Non-Examination Policy

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1. Values, Principles and Standards

Amplify is **a bold voice for Bristol** - speaking with ambition and channelling the city's spirit into a shared journey of belief, opportunity and citizenship.
We **build belief** in every young person, shaping a future where every voice matters, every story is heard, and every learner moves forward with confidence.
We **expand opportunities** and nurture potential to enrich each learner's journey with a passport of inclusive, academic, creative and musical experiences.
We **strengthen citizenship** through connecting communities, educating to build unity and pride. This is Bristol, represented.

2. Aims

The aim of this policy is to set out Amplify's Trust-wide approach to ensuring the integrity, fairness and validity of examinations and non-examination assessments.

Non-Examination Assessment (NEA) is simply coursework or project work that counts towards a student's final qualification. The work submitted must be a student's own work. Teachers are permitted to guide and explain a task, but NEA rules exist to make assessment fair for everyone and there are limits on how much help is permitted. The school will apply these rules reasonably and proportionately.

3. Objectives and Scope

3.1 The specific aims of this policy are to:

- ensure the integrity, fairness and validity of examination and non-examination assessments across all Amplify schools;
- secure compliance with JCQ regulations, awarding body requirements and statutory guidance;

- establish clear expectations for the prevention, identification and reporting of malpractice, including AI misuse;
- clarify roles, responsibilities and escalation routes for staff, pupils and parents;
- protect candidates, staff and centres through consistent, transparent and proportionate application of assessment procedures.

3.2 Links to legislation and statutory guidance

This policy has due regard to legislation and statutory guidance, and other relevant documentation, including but not limited to, the following:

- Education Act 1996;
- Equality Act 2010;
- DfE (2025) Keeping children safe in education (KCSIE);
- JCQ's "Suspected Malpractice Policies and Procedures";
- JCQ's "Updated guidance on AI use in assessments".
- Ofqual's "Malpractice in GCSE, AS and A level: summer 2025 exam series".

3.3 Links to other policies

This policy will be implemented in conjunction with the following Trust policies:

- 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.
- Examination Contingency Policy
- Amplify Safeguarding and Child Protection Policy
- Amplify Whistleblowing Policy
- Amplify Data Protection Policy

3.4 Key Regulatory References

- JCQ Instructions for Conducting Non-Examination Assessments
- JCQ Suspected Malpractice: Policies and Procedures
- JCQ AI Use in Assessments: Your Role in Protecting the Integrity of Qualifications

All staff, candidates and other individuals involved in assessments have a shared responsibility to uphold academic integrity.

Suspected malpractice must be reported when concerns arise, regardless of intention, scale or whether mitigating actions have been applied. The duty to report exists where there is reasonable suspicion, not proof.

4. Definition of Malpractice and Maladministration

Malpractice may be **intentional**, **negligent**, or arise due to **failure to apply procedures correctly**. Maladministration, including unintentional errors, is treated as malpractice under JCQ regulations.

Malpractice and maladministration refer to any act, default or practice which constitutes:

- a breach of Joint Council for Qualifications (JCQ) regulations;
- a breach of awarding body requirements regarding the delivery or assessment of a qualification; and/or
- a failure to follow established procedures in relation to assessments.

Such actions may:

- give rise to prejudice to candidates;
- compromise public confidence in qualifications;
- compromise, attempt to compromise, or have the potential to compromise the integrity of assessment, the validity of results or the security of qualification materials.

5. AI misuse

Amplify recognises that the misuse of artificial intelligence (AI) presents a significant and growing risk to the integrity of examinations and non-examination assessments. **Artificial Intelligence (AI) misuse** is considered candidate malpractice where AI-generated content is submitted as a candidate's own work without appropriate acknowledgement, or where its use is not permitted by the qualification specification.

The Trust is clear that qualifications must accurately reflect what pupils know, understand and can do independently. Where AI is used inappropriately or without acknowledgement, this undermines fairness, public confidence and the validity of assessment outcomes.

The misuse of AI in examinations and non-examination assessments will be treated as suspected malpractice and managed in accordance with JCQ regulations and awarding body requirements.

6. Communication

6.1 Amplify's commitment to guidance and communication

Amplify will ensure that:

- staff are trained annually on assessment requirements, malpractice prevention and reporting procedures;
- pupils receive clear guidance on assessment rules, including the use of AI and consequences of malpractice;
- parents and carers are informed, where appropriate, of expectations relating to independent work and academic honesty.

Information will be communicated through staff briefings, training materials, student guidance documents and published policies.

7. Responsibilities and accountabilities

7.1 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.

7.2 Responsibilities of the Headteacher/Head of Centre

- To ensure the implementation of and compliance with current policy and procedures at school level.
- To monitor systems, resources, impact and actions related to the policy.
- To ensure the policy is well communicated and staff understand their role in its implementation.
- To handle any complaints at school level which arise through this policy.
- To ensure that all suspected malpractice is reported to the relevant awarding body in accordance with JCQ Suspected Malpractice Policies and Procedures.
- To ensure that decisions about whether concerns are reportable are not made by individual teachers in isolation.
- To ensure confidentiality, fairness and appropriate support for all individuals involved in malpractice investigations.
- To sign off JCQ adherence as Head of Centre.

7.3 Responsibilities of school 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 parents and pupils as required, to ensure the policy is understood

7.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- 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

7.5 Responsibilities of parents

- To support the implementation of the policy with their child, as appropriate
- 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

7.6 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

7.7 Responsibilities of DSL

In relation to this policy, the DSL will:

- advise school leaders where concerns arising from examinations or non-examination assessments may indicate a safeguarding issue, including coercion, exploitation, undue pressure or third-party influence;
- support decision-making where suspected malpractice involves potential safeguarding implications, ensuring that assessment integrity and pupil welfare are both appropriately addressed;
- ensure that any safeguarding concerns identified during assessment delivery or malpractice investigations are managed in accordance with statutory safeguarding guidance and Trust safeguarding procedures;
- liaise, where appropriate, with external agencies and internal Trust teams in cases where assessment-related concerns meet safeguarding thresholds.

The DSL is not responsible for investigating examination malpractice; however, they must be consulted where safeguarding considerations arise.

7.8 Responsibilities of Exams Officer

- ensure examination and NEA processes are administered in line with current JCQ instructions and awarding body specifications;
- maintain secure systems for the storage, distribution and submission of examination and non-examination assessment materials;
- support the Head of Centre in ensuring accurate completion of candidate declarations, authentication statements and moderation submissions;
- ensure relevant assessment documentation, records and evidence are retained in accordance with JCQ retention requirements;
- advise school leaders and teaching staff on examination and NEA procedures, including changes to JCQ guidance and awarding body rules;
- escalate concerns or irregularities promptly to the Head of Centre, including potential malpractice or maladministration;
- cooperate fully with any internal review or awarding body investigation into suspected malpractice;
- undertake required training and updates to remain compliant with JCQ and awarding body requirements.

The Exams Officer does not determine sanctions for malpractice; responsibility for reporting and decision-making rests with the Head of Centre in accordance with JCQ regulations.

8. Monitoring and Review

This policy provides Trust-level assurance and is supported by school-level examination and assessment procedures.

8.1 Quality Assurance and Risk Management

Amplify is committed to maintaining robust oversight of examination and non-examination assessment processes to protect the integrity, validity and reliability of outcomes across all schools.

Monitoring and quality assurance arrangements will include:

- annual review of examination and non-examination assessment arrangements to ensure alignment with current JCQ regulations and awarding body requirements;
- oversight of assessment delivery, marking and internal standardisation processes at school level;
- review of incidents, irregularities and confirmed malpractice cases (where applicable) to identify themes, risks and areas for improvement.

Risk management is an integral part of this policy. Schools are expected to identify and mitigate risks associated with assessment delivery, including those relating to:

- staffing capacity and expertise;
- security of assessment materials and candidate work;
- use of digital tools and artificial intelligence (AI);
- consistency and accuracy of marking and moderation.

Where weaknesses or risks are identified, proportionate actions will be taken to strengthen systems, provide training or revise procedures as necessary.

8.2 Appeals

Internal review processes apply only to the accuracy of marking and procedure. Decisions relating to malpractice investigations and sanctions are managed by awarding bodies and are subject to JCQ appeal processes only. Such decisions cannot be overturned through internal school appeals.

9. Reporting and Use of Information

- AI tools may only be used in assessments where their use is explicitly permitted by the qualification specification.
- Where AI use is permitted, candidates must clearly acknowledge its use in line with awarding body guidance. Failure to do so will be treated as suspected malpractice.
- Where staff have concerns about the authenticity of a candidate's work, including potential AI misuse, these must be escalated promptly to school leadership and investigated in line with this policy and JCQ requirements. Concerns must not be resolved informally or in isolation.

9.1 Reporting malpractice

- Amplify recognises that maintaining confidence in qualifications requires timely and accurate reporting of suspected malpractice.
- All suspected malpractice relating to examinations and non-examination assessments must be reported to the Headteacher (or Head of Centre). Where JCQ reporting thresholds are met, the matter will be referred to the awarding body without delay, even where internal action has been taken.
- Staff must not attempt to resolve suspected malpractice informally where the issue meets JCQ reporting criteria.
- Providing knowingly inaccurate, incomplete or misleading information in relation to assessments, authentication or investigations constitutes malpractice.
- Appropriate confidentiality will be maintained, and individuals will be supported throughout the process in line with safeguarding and whistleblowing procedures.

9.2 Accountability

Accountability for compliance with this policy rests with:

- the Trust, through oversight, review and assurance;
- Headteachers (Heads of Centre), through implementation and reporting;
- school leadership teams and staff, through adherence to procedures and professional conduct;
- pupils and parents, through compliance with published expectations.

This policy does not replace or override statutory duties or other Trust policies, particularly those relating to safeguarding, whistleblowing or data protection, but operates alongside them to support lawful, ethical and transparent assessment practice.

Appendices

Appendix A Examples of Malpractice and Irregularities

This appendix provides illustrative examples to support understanding of malpractice and irregularities. It is not an exhaustive list.

Candidate malpractice may include:

- plagiarism or unacknowledged use of sources, including AI-generated content;
- unauthorised collaboration or assistance;
- use of prohibited resources or technologies;
- submitting work that is not the candidate's own.

Centre staff malpractice may include:

- providing inappropriate assistance or feedback;
- failure to supervise assessments in line with regulations;
- failure to authenticate candidate work accurately;
- knowingly providing inaccurate or misleading information to awarding bodies.

Appendix B: NEA Administration Protocols and Quality Assurance

These protocols apply to all Non-Examination Assessments (NEA) across Amplify schools and must be followed in conjunction with JCQ *Instructions for Conducting Non-Examination Assessments* and awarding-body specifications.

1. Purpose

These protocols ensure that NEA processes are:

- compliant with JCQ regulations;
- secure, transparent and auditable;
- consistent across all Amplify schools;
- protected from malpractice, maladministration and AI misuse.

2. Roles and Permissions

- **Head of Centre** — accountable for NEA compliance and final sign-off.

- **Exams Officer** — manages secure systems, submissions and communication with awarding bodies.
- **Head of Faculty / Subject Lead** — responsible for internal standardisation, moderation and QA.
- **Classroom Teacher** — assesses work and applies marking criteria but **cannot** upload marks or submit samples independently.

3. NEA Workflow and Required Controls

3.1 Task Setting and Authentication

- NEA tasks must be set in line with awarding-body requirements.
- Teachers must ensure pupils complete authentication statements.
- Any concerns about authenticity, including potential AI misuse, must be escalated immediately (policy section 9.1).

3.2 Marking and Internal Standardisation

- Teachers mark NEA work using awarding-body criteria.
- Subject Leads must conduct internal standardisation before any marks are submitted.
- Standardisation records must be retained for JCQ inspection.

3.3 Cross-Checking of Marks (Mandatory)

To ensure accuracy and prevent maladministration:

- **Classroom teachers must not upload NEA marks.**
- **All NEA marks must be cross-checked by BOTH:**
  - the **Head of Faculty / Subject Lead**, and
  - the **Exams Officer**.

Cross-checking includes:

- verifying accuracy of marks entered;
- confirming internal standardisation has taken place;
- ensuring candidate authentication forms are complete;
- confirming no candidate is missing from the entry list;
- checking for clerical errors or transposition mistakes.

A cross-check log must be completed and retained.

3.4 Uploading NEA Marks

- Only the **Exams Officer**, jointly with the **Head of Faculty/Subject Lead**, may upload NEA marks to the awarding body portal.

- Both must confirm:
    - marks match the internally standardised list;
    - all required documentation is stored securely;
    - the system-generated sample is correct and complete.

3.5 Generating and Managing the Awarding Body Sample

- Once marks are uploaded, the awarding body will generate a moderation sample.
- The **Exams Officer** and **Subject Lead** must jointly:
    - download the sample list;
    - verify the correct candidate work is included;
    - ensure all files are correctly labelled and in the required format;
    - upload the sample securely.

Teachers must not upload sample work independently.

3.6 Retention and Record-Keeping

Schools must retain:

- candidate work;
- authentication forms;
- internal standardisation records;
- cross-check logs;
- correspondence with awarding bodies.

Retention must follow JCQ timelines.

4. Risk Management and Escalation

- Any irregularities, errors, missing work, or concerns about authenticity must be escalated to the **Head of Centre** immediately.
- Where JCQ reporting thresholds are met, the Head of Centre must report to the awarding body without delay.
- Staff must not attempt to resolve concerns informally.

5. Annual Review

These NEA protocols will be reviewed annually alongside the main policy to ensure alignment with JCQ updates and awarding-body changes.