



Assessment Policy

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Policy

1.0 Introduction

- 1.1 Cardiff Sixth Form College (CSFC) Cambridge has implemented a common approach towards tests and examinations across all departments. The purpose of this is to ensure a standardisation in approach across all subjects. This should also aid in identifying academically 'at risk' students early on to enable support to be put in place.
- 1.2 The aim is to ensure that teachers and others have access to up-to-date information about the progress individual students are making and to ensure all students can progress at an appropriate pace in all subjects.
- 1.3 Assessment, recording and reporting plays an invaluable part in raising standards in college. This policy seeks to clarify, rationalise and define the purpose, principles and procedures to implement effectively throughout the whole college.
- 1.4 The College's Assessment policy should lead to improvement in learning, teaching and attainment.
- 1.5 This policy should be in conjunction with the Academic Integrity, Exams, Teaching and Learning, Curriculum and SEND and Access Arrangements policies.

2.0 Definitions

- 2.1 **Assessment** is the process of gathering data, analysis, interpretation and judgement
- 2.2 **Recording** is the way data is managed and shared
- 2.3 **Reporting** is a matter of communication
- 2.4 **Assessment, recording and reporting** should be based on the fundamental principles of:
 - Offering all students an opportunity to show what they know, understand and can do in a variety of ways
 - Helping students to understand what they can do and what they need to develop to make progress
 - Advancing the learning process
 - Helping parents to become involved in their children's progress
 - Providing the college with the information to evaluate their work.

3.0 General Principles Underlying this Policy

- 3.1 Through the process of assessment, recording and reporting the College will actively promote the achievement made by all students regardless of ability, to ensure they meet their full potential.
- 3.2 Assessment tasks/milestones are outlined in department schemes of work. Record keeping systems should enable teachers to report to students and parents on progress made and act as a tool for planning future work.
- 3.3 Assessment should be interpreted in the broadest sense, giving the students the opportunity to demonstrate what they know and what they can do. It should encompass class work, homework, end of unit tests, exam practice papers plus both mock and examination results.
- 3.4 Marking should be diagnostic and clear reference should be shared with students of what they have achieved and what they need to do next, ensuring students play an active role. Standardisation is important within a department and should be occurring within and across subject areas in order to ensure fairness and pupil understanding.
- 3.5 Peer and/or self-assessment should be used as part of on-going learning and teaching practice. The aim of self-assessment is to ensure students to be actively involved in the assessment process and give them ownership for their own work.

4.0 Assessment

- 4.1 Assessment will be a continuous process, integral to learning, teaching and to the curriculum. Everyday contact between teachers and students, such as observation, discussion and oral feedback about work, will provide many opportunities for assessment.
- 4.2 Teachers will use both formative and summative assessments in their practice. 'Assessment for learning' is a central principle of modern pedagogical practice.
- 4.3 Students will be provided with opportunities to encourage them to assess themselves and to review their own learning whenever possible and help set their own learning targets.
- 4.4 Students will be provided with opportunities to assess each other (i.e. peer assessment) themselves and to feedback on each other's learning.

5.0 External Tests and Examinations

- 5.1 Students will be entered for AS and A Level examinations for the courses they have studied, provided they have followed the course satisfactorily, unless agreed otherwise. The exact number of entries will be decided upon after consideration of how each student is progressing.
- 5.2 Examination fees will be paid by the college on the first occasion, unless a student;
- fails to sit an examination,
 - fails to complete the course,
 - fails to submit the necessary coursework
 - is re-sitting

6.0 Non-Examination Assessments

6.1 Planning and Managing Non-Examination Assessments

- 6.1.1 All arrangements for non-examination assessments, including coursework must comply with the awarding body subject specific instructions.
- 6.1.2 **The Exams Officer** confirms with Heads of Department (HOD) that appropriate awarding body's forms and templates are used by teachers and candidates. The Exams Officer also ensures that appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with the awarding body criteria.
- 6.1.3 **The Head of Department, Subject Coordinator or Subject Teacher** ensures subject teachers understand their role and responsibilities within the non-examination assessment process. The HOD and subject teacher must ensure that the specific instructions are followed in relation to the conduct of non-examination assessments. The HOD must also work with the internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by the subject teachers. In academic departments with only one teacher, or in departments without a HOD, a subject teacher will have delegated responsibility for these tasks.
- 6.1.4 It is **the Subject Teacher's** responsibility to comply with the awarding body's specification for conducting non-examination assessments, including any subject specific instructions, teachers' notes or additional information.

6.1.5 **The Head of Department, Subject Coordinator or Subject Teacher** is responsible for ensuring that all appropriate authentication documentation is completed and submitted.

6.1.6 **The Head of Department, Subject Coordinator or Subject Teacher** in collaboration with the Exams Officer is responsible for ensuring that students understand regulations around plagiarism and AI use, and the potential penalties for breaching these regulations. This should be done in line with exam board and JCQ regulations. Authenticating student work is a key responsibility.

6.1.7 **Subject Teachers** must also mark internally assessed work to the criteria provided by the awarding body and ensure that the Exams Officer is provided with any relevant entry codes for subjects, adhering to the internal and external deadlines for entries.

6.2 **Task Setting**

6.2.1 The Subject Teacher selects tasks from a choice provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification and makes candidates aware of this.

6.2.2 The Subject Teacher also controls the time limits for the preparation, production and where necessary, the marking of the assessment. This must be completed under the correct conditions, as determined by the JCQ, relevant exam board and Exams Officer.

6.2.3 The Subject Teacher reviews candidates' work, unless prohibited by the specification and provides oral and written advice, when permissible.

6.2.4 The Subject Teacher ensures that the regulations on collaboration and group work are adhered to and that students work individually when required to do so.

6.2.5 Where required by the awarding body's specification, the Subject Teacher along with the candidates, sign any declaration within required deadlines.

6.2.6 When work is being undertaken by candidates under formal supervision, the Subject Teacher must ensure that the work is securely stored, until the closing date for enquiries or until the outcome of any enquiry or any subsequent appeal has been conveyed to the centre.

6.3 **Marking Non-Examination Assessment**

6.3.1 Marking of Externally Assessed Components

- The Head of Department, or Subject Teacher with delegated responsibility (as per 6.1.3), liaises with the Exams Officer (and the visiting examiner)

regarding arrangements for the conduct of any externally assessed non-examination component of a specification.

- The Exams Officer ensures the correct completion of the attendance register and where necessary despatches the candidate's work, to the awarding body's instructions by the required deadline.

6.3.2 Marking of Internally Assessed Components

- Candidates' work will be marked by teaching staff who have appropriate knowledge, understanding and skill and who have been trained in this activity. The college is 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 candidate's work, internal moderation and standardisation ensures consistency of marking.
- The Subject Teacher, where permitted, will ensure that candidates are informed of their centre assessed marks, so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- The College, where permitted, will ensure that the review of marking is carried out by an assessor who has: appropriate competence; no previous involvement in the assessment of that candidate and no personal interest in the review.
- Where appropriate, the candidate will be informed of the outcome of the review of the centre's marking.
- The outcome of the review of the college's marking will be known to the Head of Centre. A written record will be kept and made available to the awarding body upon request. Should the review of the college's marking bring any irregularities in procedures to light, the awarding body will be informed immediately.
- After the candidate's work has been internally assessed, it is moderated by the awarding body to ensure consistency on marking between centres. The moderation process may lead to mark changes. This process is outside the control of the college and is not covered by this procedure.

6.3.3 Internal Standardisation

- Internal standardisation is undertaken in line with awarding bodies' guidance and regulations, if necessary.

- The Subject Teacher indicates on work or on the cover sheet, the date of marking and marks to common standards. They must then provide the marks and the moderation sample, to the Exams Officer by the internal deadline.
- The Head of Department, or Subject Teacher with delegated responsibility, liaises with the Exams Officer to ensure procedures for internal standardisation are followed.

6.3.4 Submission of marks and work for moderation

- The Subject Teacher and the Exams Officer input and submit marks to the awarding body using the correct procedure and within the given deadlines. They also submit the requested samples of authenticated work to the awarding body moderator by the external deadline, keeping a record of the work submitted.

6.3.5 Storage and retention of work after submission of marks

- The Subject Teacher or Head of Department, supported by the Exams Officer, retains a record of the names and candidate numbers for candidates whose work is included in the moderation sample and retains all marked candidates' work, under secure conditions, until after the deadline for enquiries about results.

6.3.6 External moderation and feedback

- The Head of Department, or Subject Teacher with delegated responsibility, and Exams Officer check the moderator reports and ensure that any remedial action, if necessary, is undertaken before the next examination series.

6.4 Additional arrangements for non-examination assessments involving practical and audio-visual assessments, or computer-based assessments

6.4.1 The Head of Department, or Subject Teacher with delegated responsibility, disseminates information to the subject teachers, ensuring the standards of these assessments can be applied appropriately and liaises with all the relevant parties in relation to arrangements for, and the conduct of, the assessment and any monitoring visits.

6.4.2 The Head of Department, or Subject Teacher with delegated responsibility, ensures the required task setting and task taking instructions are followed by subject teachers.

- 6.4.3 The Subject Teacher ensures that all required arrangements for the assessments are in place and that the candidates understand them. The Subject Teacher also ensures that all required centre and candidate records are present and correct.
- 6.4.4 The Subject Teacher assesses candidates, either live or from a recording, using the common assessment criteria. Where necessary, the Subject Teacher ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.
- 6.4.5 The Exams Officer applies for any required exemptions or special arrangements, where a candidate cannot access the assessment due to a substantial impairment or special circumstances.
- 6.4.6 The Exams Officer follows the awarding body's instructions for the submission of the candidates' assessment.
- 6.4.7 The Exams Officer follows the awarding body's instructions for the submission of grades and the storage and submission of recordings.
- 6.4.8 Where a non-examination assessment is carried out in the format of a recording or a practical task, the Exams Officer will aid the Head of Department and the Subject Teacher in the arrangements for this, overseeing the whole process.
- 6.4.9 The Subject Teacher and the Exams Officer follow the awarding body's instructions for the submission of grades, the storage and submission of written work and recordings of other forms of recorded assessment.
- 6.4.10 The Head of Centre provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been, or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language Component of language qualifications.

6.5 Access Arrangements

- 6.5.1 The Subject Teacher will work with the SENDCO and the Exams Officer to ensure any access arrangements for eligible candidates are applied to assessments, following the regulations and guidance of JCQ.

6.6 Special Consideration

- 6.6.1 A candidate may be eligible for special consideration in assessments in certain situations where they are:

- Absent
- Produce a reduced quantity of work

- Work has been lost

6.6.2 In these instances, the Subject Teacher liaises with the Exams Officer and special consideration may need to be applied for a candidate taking assessments.

6.6.3 Where a candidate is eligible, an application for special consideration is submitted.

6.7 **Malpractice**

6.7.1 The Head of Centre understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff and will act as necessary according to the JCQ regulations and requirements.

6.7.2 The candidate, relevant Head of Department and teaching staff, invigilators and other relevant administrative staff are all made aware by the Exams Officer of the JCQ regulations on malpractice before the commencement of the assessment.

6.7.3 The Exams Officer where required, supports the Head of Centre with the investigating and reporting of suspected malpractice incidents.

6.8 Enquiries about results

6.8.1 The Head of Centre ensures the centre's internal appeals procedures clearly detail the procedure to be followed by the candidates, in appealing against a centre decision to not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results.

6.8.2 The Subject Teacher provides advice and guidance to candidates on their results and the post-results services available.

6.8.3 The Exams Officer ensures any requests for post-results services available to non-examination assessments are submitted to the awarding body by the required deadline.

6.9 See Appendix A – Management of issues and potential risks associated with non-examination

7.0 Standardisation of Work

7.1 Each department has a strategy to:

- Ensure teachers attend relevant moderation meetings by the exam boards. Information from such meetings must be relayed to other teachers in departmental meetings
- Ensure accuracy and fairness of teacher assessment by defining what is sufficient evidence for an attainment grade to be secure
- Regularly include scrutiny of students' work in departmental meetings
- Develop staff expertise in delivering coursework and practical work.

7.2 The Exams Officer will receive moderators' reports for external coursework and speak to the Heads of Department, or Subject Teacher with delegated responsibility, about the comments.

8.0 Formative Assessments

- 8.1 Students must receive formative comments back for all work that is formally assessed. This is an important part of assessment for learning. These may be given in writing or verbally by the teacher and should include next steps for the student to improve their work. The aim of the formative assessment is to give students ongoing clear guidance about how to improve their work and to give them an idea of the standard of the work required. For formative assessment to be effective, students should be told how and for what purpose the work is going to be assessed.
- 8.2 Further guidance on formative assessment will be provided through CPD and other resources.
- 8.3 Opportunities should be given for students to consider and develop targets further. This could be done through classwork, homework or optional extension tasks, e.g.:
- A starter or plenary activity
 - Extension or support question packs
 - A peer assessment activity
 - Re-drafting a piece of work
- 8.4 A formative comment should:
- Be related to the purpose of the task
 - Be specific, concise and accessible for students
 - Highlight achievement
 - Indicate how improvement can be achieved through a target
 - Encourage the student and allow them to take ownership of their learning
- 8.5 Formative assessment will also be undertaken during lessons by questioning or 'low stakes quizzing'. Tools such as mini whiteboards can be used to rapidly gauge understanding.

9.0 Setting and Marking Work

9.1 Home Learning

Teachers should set home learning regularly in accordance with departmental expectations and College guidance.

Home learning should support curriculum delivery, retrieval of prior learning, independent study, examination preparation and the development of academic independence.

Teachers must maintain accurate records of home learning tasks, deadlines and completion. Home learning should be recorded using College systems, including iSAMS where directed by the Vice Principal Academic or other senior leaders.

Where home learning is formally assessed, teachers should ensure that feedback is provided in accordance with this policy and that outcomes are used to inform future teaching and support students' progress. Students should be encouraged to act upon feedback and improve subsequent work.

9.2 Authenticity of Student Work

Teachers should be mindful that independently completed work undertaken outside supervised classroom conditions may not always provide a wholly reliable indication of a student's own knowledge, understanding or skills.

Particular caution should be exercised when assessing lengthy written work produced electronically, as such work may have been influenced by artificial intelligence tools or other forms of external assistance.

Teachers should therefore use a range of assessment evidence when evaluating student attainment and progress, including classwork, questioning, discussion, low-stakes assessment, timed tasks, examinations, practical activities and other authenticated forms of assessment.

Where the authenticity of submitted work is uncertain, teachers should seek additional evidence of understanding before drawing conclusions regarding attainment, progress or predicted outcomes.

The College recognises that artificial intelligence may be used as an educational tool where permitted by staff. Students should be taught to use such technologies responsibly, ethically and transparently and in accordance with College and examination board expectations

9.3 An academic calendar is sent out to all teaching staff before the start of the new academic year. The academic calendar is populated with key assessment entry dates and mock exam weeks.

9.4 Formal assessments, for example Exam Practice or Mock Exams will be set according to the college calendar, in a cycle during the year. Mock papers and Exam Practices are

sat in classrooms under exam conditions. Data will be reported in the manner outlined by the Vice Principal, Academic and Exams Officer and Data Manager.

- 9.5 Additional timed tests can be set for students and taken during class time, under supervision at the discretion of the HOD or Subject Teacher.
- 9.6 Classwork, class tests and homework must be marked on a regular basis and within three working days of being handed in. Marks, grades and other assessment information must be recorded accurately and in a timely manner using the systems and processes directed by the Vice Principal Academic. This will normally include the use of iSAMS and other approved College systems.
- 9.7 Feedback should include clear next steps to improve students' work.
- 9.8 Some subjects may also be required to record practical assessment grades separately to academic grades.
- 9.9 The Vice Principal Academic will ask teachers to record additional assessment data (such as 'working-at grades' or 'predicted grades' as necessary throughout the calendar year.
- 9.10 Subject teachers will also complete academic reports for students as outlined in the academic calendar and guidance from the Vice Principal Academic.

10.0 Mock Examinations and Exam Practices

10.1 Mock and EP results are entered in the iSAMS. Both a grade and percentage will need to be entered. Both a grade and a percentage will need to be entered.

10.2 Students' support programmes will be modified depending on results.

10.3 Those students identified as being at risk of not meeting the required AS grades of a minimum of AAB, will have one to one meetings with their Head of House. The next steps arising from these meetings will be communicated with parents.

10.4 Any underperforming A Level students will meet the Head and Head of House to discuss the possibility of being withdrawn from their exams or alternative next steps, such as alteration to their courses.

11.0 Monitoring

11.1 Responsibilities:

Attainment is monitored throughout the year by the Vice Principal Academic and teaching staff, including by Heads of Department and Subject Coordinators. All student support is logged on iSAMS.

Mock exam outcomes are used to identify areas of student weakness and the Vice Principal Academic or other colleagues will discuss this with the students. Students will meet with their Head of House to agree plans for support and progress. This may include timetabled support, informal support or additional work set by their teacher.

The Vice Principal Academic or other staff will keep in regular contact with parents if any concerns are raised.

11.2 Predicted grades

The College will ask teachers to make predictions about student outcomes at different times and for different purposes. These may:

- Form part of reports which are sent to parents
- Be collected after Mock Exams and used for internal analysis only
- Be compared to end of year exam results
- Be discussed with and provided to students during the process of applying to universities.

11.3 Full Reports and Grade Reports

Academic reports are submitted by each teacher and sent to parents in line with the dates set out in the academic calendar.

Areas reported on may alter but can include:

- Working Grade
- Effort
- Attendance
- Teacher comments
- Head of House comment

Interim reports may be requested by parents/agents and completed with the input from the appropriate teachers and Vice Principal Academic

Informal reporting by means of a telephone conversation and/or email exchange with the Vice Principal Academic can be offered as an alternative to parents who prefer this method of communication

All report entry and deadline dates will be shared with staff.

Appendix A - Management of issues and potential risks associated with non-examination assessments

Issue /Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course. IT systems checked prior to key date. Alternative IT system used to gain access. Awarding body contacted to request direct email of task details.	Exams Officer Systems Administrator Operations Manager
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification. Samples assessment criteria in the centre set task.	HOD/Subject Teacher with delegated responsibility Exams Officer
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates. Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria.	HOD/Subject Teacher with delegated responsibility Subject teacher
Subject teacher long term absence during the task setting stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications. Awarding body guidance sought where this issue remains unresolved.	HOD/Subject Teacher with delegated responsibility Exams Officer
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course. Course information issued to candidates contains details when set task will be issued and needs to be completed by. Set task accessed well in advance to allow time for planning, resourcing and teaching	Exams Officer HOD/Subject Teacher with delegated responsibility Subject teacher

The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates. Awarding body guidance sought where this issue remains unresolved.	HOD/Subject Teacher with delegated responsibility Exams Officer Subject teacher
Subject teacher long term absence during the issuing of tasks stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course. Assessment dates/periods included in centre wide calendar.	HOD/Subject Teacher with delegated responsibility Exams Officer
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course. Staggered sessions arranged where IT facilities are insufficient for number of candidates. Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply).	Exams officer Operations Manager
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates. Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy.	HOD/Subject Teacher with delegated responsibility Exams Officer
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments are followed. An internal investigation and where appropriate internal disciplinary procedures are followed.	HOD/Subject Teacher with delegated responsibility Exams Officer
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures. Regular monitoring of subject teacher completed. Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component. Candidate confirms/records advice and feedback given prior to starting on their work	HOD/Subject Teacher with delegated responsibility Subject teacher Exams Officer

Candidate claims no advice and feedback given by subject teacher during the task-taking stage	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures. Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component. Candidate confirms/records advice and feedback given during the task-taking stage.	HOD/Subject Teacher with delegated responsibility Exams officer
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant. Records as detailed above are provided to confirm all assistance given. Where appropriate, a suspected malpractice report is submitted to the awarding body.	Exam Officer
Candidate does not reference information from published source	Candidate is advised at a general level to reference information before work is submitted for formal assessment. Candidate is again referred to the JCQ document Information for candidates: non-examination assessments. Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.	Subject teacher
Candidate does not set out references as required	Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment. Candidate is again referred to the JCQ document Information for candidates: non-examination assessments. Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.	Subject teacher
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up.	Exams Officer Subject teacher
Candidate moves to another centre	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place.	Exams Officer
An excluded pupil wants to complete his/her non-examination assessment(s)	The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education. If so, arrangements for supervision, authentication and marking are made separately for the candidate.	Exams Officer

Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions. Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions. Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions.	Exams Officer Subject teacher
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources. Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately. Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate.	Subject teacher HOD/Subject Teacher with delegated responsibility
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory. Where limits are for guidance only, candidates are discouraged from exceeding them. Candidates confirm/record any information provided to them on word or time limits is known and understood.	Exams Officer Subject teacher
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted. Awarding body guidance sought where this issue remains unresolved	Exams Officer Subject teacher
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material Candidate does not appropriately reference AI use or uses AI inappropriately in breach of regulations	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work. Records confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination assessments. Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document. Information for candidates: non-examination assessments. The candidate's work is not accepted for assessment	Exams Officer HOD/Subject Teacher with delegated responsibility Subject teacher

	A mark of zero is recorded and submitted to the awarding body. Candidates warned about AI use and the regulations prior to commencing NEA work	
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non- examination assessments. Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document, 'Information for candidates: non-examination assessments.' Declaration is checked for signature before accepting the work of a candidate for formal assessment.	Exams Officer HOD/Subject Teacher with delegated responsibility
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms, at the point of marking candidates work as part of the centre's quality assurance procedures	HOD/Subject Teacher with delegated responsibility
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed, before accepting the work of a candidate for formal assessment	HOD/Subject Teacher with delegated responsibility Exams Officer
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments. Regular monitoring ensures subject teacher use of appropriate secure storage.	Exams Officer
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher, prior to the start of the course. Alternative secure storage sourced where required	Exams Officer Operations Manager
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate. If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate.	Exams Officer HOD/Subject Teacher with delegated responsibility Subject teacher
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register.	Exams Officer

Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body. Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body.	Subject teacher Exams Officer
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work.	Exams Officer Subject teacher HOD/Subject Teacher with delegated responsibility
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work.	HOD/Subject Teacher with delegated responsibility Exams Officer Subject teacher
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed. Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed. Appropriate internal disciplinary procedures are also followed.	Exams Officer
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course. Marked work of said child is submitted for moderation whether part of the sample requested or not.	Exams Officer
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted. Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension.	Exams Officer HOD/Subject Teacher with delegated responsibility
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	Exams Officer Subject teacher

A candidate wishes to appeal the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body. Records confirm candidates have been informed of their marks. Candidates are informed that these marks are subject to change through the awarding body's moderation process. Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks. Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body.	Subject teacher Exams Officer
Deadline for submitting work for formal assessment not met by candidate	Records confirm deadlines given and understood by candidates at the start of the course. Candidates confirm/record deadlines known and understood. Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking, providing the awarding body's deadline for submitting marks can be met. Decision made (depending on the circumstances) if the work will be accepted late for marking, or a mark of zero submitted to the awarding body for the candidate	Subject teacher Exams Officer
Deadline for submitting marks and samples of candidates work ignored by subject teacher	Internal/external deadlines are published at the start of each academic year. Reminders are issued through senior leaders/subject heads as deadlines approach. Records confirm deadlines known and understood by subject teachers. Where appropriate, internal disciplinary procedures are followed.	Exams Officer
Subject teacher long term absence during the marking period	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)	