

CAMBIAN TYLDESLEY SCHOOL**Non-Examination Assessment (NEA) Policy**

Academic Year 2026/27

School	Cambian Tyldesley School
Policy owner	Head of Centre / Senior Leadership Team
Operational lead	Examinations Officer
SLT/SEND oversight	J. Dixon – Deputy Head Teacher / SENCO
Effective from	1 September 2026
Review frequency	Annually, and following changes to JCQ or awarding body requirements
Next scheduled review	September 2027

This policy should be read alongside current JCQ regulations, awarding body specifications, the centre's Internal Appeals Procedure, Malpractice Policy, Access Arrangements procedures and relevant vocational quality-assurance procedures.

1. Purpose and scope

This policy sets out how Cambian Tyldesley School plans, manages, supervises, authenticates, marks, internally standardises, stores and submits non-examination assessments (NEAs). It is designed to protect the integrity of qualifications while ensuring that students, including those with special educational needs and disabilities (SEND) and social, emotional and mental health (SEMH) needs, can access assessment fairly and in accordance with the relevant regulations.

For GCE/GCSE qualifications, JCQ requires centres to have an NEA policy covering planning and management, staff roles and responsibilities, management of risks, and authentication of candidates' work. The policy must be reviewed and updated annually by a member of the senior leadership team and communicated within the centre.

This policy applies to all staff and candidates involved in NEA, controlled assessment, coursework, practical work, portfolios and other internally or externally assessed work undertaken outside a standard written examination, where the relevant qualification rules apply. For vocational and technical qualifications, staff must additionally follow the current awarding organisation and JCQ vocational/technical requirements applicable to that qualification.

2. Key principles

Cambian Tyldesley School will ensure that:

- all assessments are conducted in accordance with the current specification, JCQ instructions and awarding body requirements;
- candidates submit work that is demonstrably their own;
- the level of teacher support does not compromise the validity or authenticity of assessed work;
- assessment conditions, supervision and permitted resources are appropriate to the component;
- reasonable adjustments provide access without changing the competence being assessed;
- assessment materials and candidates' live work are kept secure and confidential;
- internal marking is consistent, evidence-based and appropriately standardised;
- candidates are informed of relevant rules, deadlines, authentication requirements and the process for reviewing centre-assessed marks;
- suspected malpractice is dealt with under the current JCQ/awarding body procedures.

3. Roles and responsibilities

Head of Centre

The Head of Centre has overall responsibility for ensuring that the centre complies with current JCQ regulations and awarding body requirements. The Head of Centre will ensure that appropriate resources, staffing, policies and procedures are in place and that required declarations are made.

Senior Leadership Team

SLT will provide strategic oversight of NEA delivery, ensure this policy is reviewed annually, monitor compliance and ensure identified risks are addressed. J. Dixon, Deputy Head Teacher/SENCO, will support oversight of SEND, reasonable adjustments and appropriate access to assessment, working with the Examinations Officer and relevant staff.

Examinations Officer

The Examinations Officer will maintain current regulatory information; communicate key dates and

requirements; coordinate entries, submissions and moderation arrangements; support secure dispatch or electronic submission of work; retain required records; and liaise with awarding organisations.

Subject Leaders / Lead Assessors

Subject leaders will ensure that the correct specification and assessment requirements are used; plan realistic internal deadlines; brief teaching staff; monitor assessment delivery; coordinate internal standardisation where required; and ensure marks and supporting documentation are accurate before submission.

Teachers / Assessors

Teachers and assessors must understand the relevant specification and assessment rules, provide only permitted assistance, supervise work sufficiently to authenticate it, maintain appropriate records, identify and address authenticity concerns, mark accurately against published criteria, participate in standardisation and meet internal deadlines.

SENCO / Access Arrangements staff

The SENCO and appropriately qualified staff will identify and evidence candidates' normal way of working and ensure that approved access arrangements and reasonable adjustments are applied in accordance with current regulations and do not compromise the assessment objectives.

Candidates

Candidates must follow instructions, meet deadlines, keep their work secure, acknowledge sources, declare permitted assistance, follow rules on AI and plagiarism, and submit only their own work. Candidates must complete any required authentication declaration.

4. Planning and management of NEA

At the beginning of each relevant course or assessment cycle, subject staff will identify NEA components, weighting, assessment windows, task-setting arrangements, supervision requirements, permitted resources, authentication requirements, marking arrangements and awarding body deadlines.

Internal deadlines will be set sufficiently in advance of awarding body deadlines to allow time for marking, internal standardisation, candidate notification of marks where required, review requests, administration and secure submission.

Where a candidate is absent, disengaged or at risk of missing a deadline, staff will record interventions and consider appropriate support. Support must not provide an unfair advantage or result in staff completing or substantially directing assessed work.

5. Task setting and issuing of tasks

Staff must use the task specified by the awarding body where required and must follow any restrictions concerning when tasks may be released, amended or replaced. Centre-set tasks must meet the requirements of the specification.

Live assessment material must be treated as confidential. Staff must not post or share live NEA material or candidates' work publicly, including on social media. Exemplar work from previous series may only be used in a controlled manner consistent with current JCQ and awarding body requirements.

6. Task taking, supervision and assistance

The level of supervision will follow the subject-specific requirements. Where direct supervision is not required throughout, the centre must still have sufficient oversight to be confident that the work submitted is the candidate's own.

Teachers may explain assessment requirements and provide the type of general guidance permitted by the specification. Any assistance beyond normal permitted teaching must be recorded where required. Staff must not provide model answers that candidates can reproduce, rewrite candidate work, direct candidates to specific improvements where this is prohibited, or otherwise compromise independent performance.

Where work is completed partly outside school, teachers must use appropriate checks such as discussion with the candidate, review of progress, drafts or planning evidence, comparison with known classroom performance, source checks and other reasonable authentication measures.

7. Authentication of candidates' work

Only work that the centre is satisfied is the candidate's own may be accepted for assessment. Candidates will be informed of authentication requirements before undertaking assessed work.

Teachers should maintain sufficient evidence of the development of work to support authentication. Where required, both candidate and teacher/assessor authentication declarations must be completed.

If a teacher cannot authenticate the work, the matter must be referred to the Examinations Officer and appropriate senior leader before marks are submitted. Suspected malpractice must be managed under the current JCQ and awarding organisation procedures.

8. Plagiarism, referencing and use of Artificial Intelligence (AI)

Candidates must acknowledge all sources used in assessed work in the manner required by the qualification. Copying, paraphrasing or using another person's ideas, words or outputs without appropriate acknowledgement may constitute plagiarism.

AI tools must not be used in a way that results in a candidate submitting work that is not their own. Where the use of AI is permitted within the rules of an assessment, candidates must acknowledge its use appropriately and retain sufficient information about how it was used when required.

Staff will teach candidates about academic integrity and the risks of AI misuse. Staff should not rely solely on automated AI-detection tools when considering authenticity. Concerns should be considered alongside knowledge of the candidate, the development of the work, sources, drafts and other relevant evidence.

Any suspected plagiarism or AI misuse will be investigated and, where appropriate, reported as suspected malpractice in accordance with current JCQ and awarding body requirements.

9. SEND, SEMH, access arrangements and reasonable adjustments

Cambian Tyldesley School recognises that all students have EHCPs and that assessment delivery may need careful planning to enable students to demonstrate their knowledge, skills and understanding.

Reasonable adjustments and access arrangements will be based on individual need, the candidate's normal way of working, appropriate evidence and the requirements of the assessment. Adjustments must not change the competence or assessment objective being tested.

Possible arrangements may include, where permitted, supervised rest breaks, extra time, a reader, scribe, word processor, separate or smaller-room accommodation, prompts or other approved arrangements. The precise arrangement will be determined in accordance with the current regulations and qualification requirements.

SEMH presentation, dysregulation, anxiety or reduced engagement will be managed sensitively. Staff may use agreed regulation strategies and reasonable environmental adaptations where permitted, but must ensure that assistance does not guide the candidate's assessed response.

10. Marking and annotation

Teachers/assessors will mark work against the published assessment criteria and follow any subject-specific instructions. Marks must reflect the evidence produced by the candidate.

Annotation will be sufficient to show how marks have been awarded where required. Staff must not alter marks for reasons unrelated to the published assessment criteria.

Where more than one assessor marks work in a component, internal standardisation will be completed in accordance with the awarding body requirements to ensure a consistent standard across the centre.

11. Internal standardisation / quality assurance

The centre will operate appropriate internal standardisation and, for vocational qualifications, internal quality assurance (IQA) in line with awarding organisation requirements.

This may include standardisation meetings, cross-marking, sampling, discussion of assessment decisions and documented actions. Where differences in marking are identified, appropriate adjustments will be made consistently across the relevant cohort rather than selectively.

12. Informing candidates of centre-assessed marks and internal review

Where required by JCQ/awarding body rules, candidates will be informed of their centre-assessed marks before those marks are submitted to the awarding body. Candidates will be given sufficient time to request a review of the centre's marking under the school's Internal Appeals Procedure.

A review concerns whether the centre's marking procedures and assessment criteria have been applied correctly. The reviewer must be appropriately competent and, where required, independent of the original marking decision. Candidates will be informed of the outcome and the centre will retain the required records.

Candidates must understand that marks are subject to external moderation and may therefore change.

13. Security and storage of work

Live NEA materials and candidates' work must be kept secure and confidential while in the centre's possession. Electronic work will be stored using secure school systems with appropriate access controls.

Completed work and relevant assessment records will be retained securely until the applicable deadline for review of moderation has passed, or until any review, appeal or malpractice investigation has concluded, whichever is later, in accordance with current regulations.

Staff must take reasonable precautions to prevent candidates accessing, altering, sharing or deleting another candidate's work.

14. Submission and moderation

The Examinations Officer and subject staff will ensure that marks, samples, authentication documents and other required materials are submitted by the awarding body deadline and in the required format.

Where a moderator requests a sample, the centre will provide the specified work and any additional work requested. Staff must not make changes to assessed work after the point at which changes are no longer permitted.

Outcomes of moderation will be reviewed by relevant staff and used to inform future standardisation and quality assurance.

15. Special consideration and loss or damage to work

Where assessed work is lost, damaged or destroyed through circumstances beyond the candidate's control, the centre will follow the current awarding body/JCQ procedures and maintain evidence of the circumstances and work completed where available.

Where a candidate experiences circumstances that may warrant special consideration, the Examinations Officer will determine the appropriate action in accordance with the current regulations.

16. Malpractice

Examples of potential malpractice include plagiarism; unauthorised AI-generated content; collusion; copying; fabrication of evidence or data; receiving or providing prohibited assistance; failure to acknowledge sources; alteration of assessed work contrary to the rules; breach of assessment security; or staff actions that compromise the integrity of the assessment.

Staff must report suspected malpractice promptly to the Examinations Officer and Head of Centre or delegated senior leader. The centre will preserve relevant evidence, follow current JCQ/awarding body procedures and avoid prejudging the outcome.

17. Conflicts of interest

The centre will identify and manage conflicts of interest in accordance with current JCQ and awarding body requirements. Where a member of staff assesses a candidate with whom they have a close personal relationship, or another relevant conflict exists, this must be declared and managed within the required timescale.

18. Candidate information

Before relevant assessments begin, candidates will be made aware of the rules that apply to their work, including supervision, permitted assistance, source acknowledgement, plagiarism, AI use, deadlines, authentication and malpractice.

Information will be communicated in a way that is accessible to the individual candidate. Staff may explain rules using appropriate language, visual supports or repeated teaching where needed, while maintaining the substance of the regulatory requirements.

19. Staff training and communication

Relevant staff will be directed to current JCQ and awarding body guidance and will receive appropriate updates when requirements change. Subject staff are responsible for reading the current specification and assessment instructions for each qualification they deliver.

Changes with implications for school-wide practice will be communicated by the Examinations Officer and/or SLT.

20. Monitoring and review

This policy will be reviewed at least annually by a member of the Senior Leadership Team and updated whenever relevant JCQ, awarding body or qualification requirements change. Compliance may be checked through internal quality assurance, examination administration checks and JCQ/awarding body inspection processes.

Appendix 1 – NEA Risk Management Plan

Risk / issue	Preventative action	Response / contingency	Lead
Staff absence or change of assessor	Maintain shared assessment plans, deadlines and secure records; ensure more than one relevant member of staff understands key requirements.	SLT reallocates oversight/marketing where appropriate; contact awarding body if delivery or authentication is affected.	SLT / Subject Lead
Candidate absence, dysregulation or non-engagement	Set staged internal deadlines; monitor progress; use appropriate SEMH support and permitted reasonable adjustments.	Re-plan supervised opportunities within permitted windows; seek awarding body advice where required.	Subject Lead / SENCO
Missed awarding body deadline	Use an assessment calendar with internal deadlines significantly before final submission dates.	Escalate immediately to Exams Officer and Head of Centre; contact awarding body where necessary.	Exams Officer
Work cannot be authenticated	Maintain progress evidence, supervision records, drafts and candidate discussion.	Do not submit as authentic until concern is resolved; follow malpractice procedures where appropriate.	Teacher / Exams Officer
Plagiarism or unauthorised AI use	Teach referencing and AI rules; monitor development of work; use source checks and professional judgement.	Investigate, retain evidence and follow current malpractice procedures.	Teacher / Exams Officer

Loss/corruption of electronic work	Use secure school storage and appropriate backups; avoid sole storage on personal/removable devices.	Recover backups/evidence; document circumstances; follow loss-of-work procedures.	IT / Subject Lead / Exams Officer
Breach of confidentiality / live task shared	Restrict access to live materials; brief staff and candidates; do not post work publicly.	Secure materials, preserve evidence, inform Head of Centre and awarding body where required.	Head of Centre / Exams Officer
Inconsistent marking	Standardise before/through marking; sample across assessors and ability range.	Re-standardise and adjust consistently across affected work.	Subject Lead / IQA
Access arrangement not in place	Plan arrangements early and check candidate normal way of working and evidence.	Escalate to SENCO/Exams Officer and implement only arrangements permitted by regulations.	SENCO / Exams Officer
Conflict of interest	Identify staff/candidate relationships and other conflicts early.	Declare and manage in accordance with JCQ/awarding body requirements.	Head of Centre

Appendix 2 – Staff NEA Compliance Checklist

- ☐ Current specification and awarding body NEA instructions have been read.
- ☐ Assessment task/version and assessment window have been checked.
- ☐ Candidates have been told the assessment rules, deadlines and authentication requirements.
- ☐ Permitted resources and level of supervision/assistance have been confirmed.
- ☐ Access arrangements/reasonable adjustments have been checked with the SENCO/Exams Officer.
- ☐ Candidate progress and sufficient evidence for authentication are maintained.
- ☐ Sources, plagiarism and AI requirements have been explicitly taught.
- ☐ Work has been marked using the published criteria and annotated as required.
- ☐ Internal standardisation/IQA has been completed and recorded where required.
- ☐ Candidates have been informed of centre-assessed marks and review arrangements where applicable.
- ☐ Marks, samples and declarations have been checked before submission.
- ☐ Work and records are securely retained for the required period.

Appendix 3 – Key reference documents

- JCQ Instructions for conducting non-examination assessments (GCE & GCSE specifications), effective 1 September 2026.

- JCQ General Regulations for Approved Centres, effective 1 September 2026.
- JCQ Information for candidates – Non-examination assessments, effective 1 September 2026.
- JCQ Plagiarism in Assessments: Guidance for Teachers/Assessors, effective 1 September 2026.
- JCQ AI Use in Assessments: Your role in protecting the integrity of qualifications.
- JCQ Notice to Centres – Teachers sharing NEA material and candidates' work, effective 1 September 2026.
- Current awarding body specifications and subject-specific assessment instructions.
- Current JCQ/awarding body guidance for vocational and technical qualifications where applicable.

Policy approval

Approved by	Jemma Westby
Date approved	3 rd September 2026
Signed	
Review date	September 2027