SACRED HEART HIGH SCHOOL

NON-EXAMINATION ASSESSMENTS & CONTROLLED ASSESSMENT POLICY

JANUARY 2026

To be reviewed January 2027

This Policy should be read in conjunction with all other Sacred Heart High School Policies

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1 PURPOSE OF THIS POLICY

This policy has been written with regard to associated JCQ and exam board guidance on the delivery of non-examination assessments (NEAs) and should be read and understood in conjunction with them.

Any type of assessment that is not 'externally set' and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEAs'

Controlled assessment/NEA is a form of internal assessment where the control levels (High, Medium or Limited) are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the awarding body. For most subjects however, work will be marked by the centre and moderated by the awarding body. It is crucial that all staff are aware of the level of control required for the controlled assessment/NEA. This information will be in the course specification.

2 LEVELS OF CONTROL

2.1 High Level of Control

Candidate's work must be completed under direct supervision at all times. This might be the candidates' teacher or another person nominated by the school. Details of the requirements can be found in the individual specification. When work is produced over a number of sessions, candidates' work should be collected, stored securely and redistributed as necessary. The use of resources by the candidate and his/her interaction with others will be directed by the awarding body. No assistance can be given to the candidates. Teachers must ensure that display materials are removed or covered from the teaching environment which could provide students with assistance. Candidates must have no access to email, the internet or smartphones/wearable technology. A log needs to be kept which clearly identifies the date and time of the assessment, the name of the supervisor and a log of any incidents that may occur during the course of the assessment. Tasks are marked by the exam board.

2.2 Medium Level of Control

Candidates can work on their own with some allowed guidance from the teacher. It may be necessary for candidates to complete part of the work outside of the classroom if this is allowed by the exam board. The teacher must be able to state that the work submitted is the candidates own work and fully authenticate this. Tasks are marked internally and externally moderated by the exam body.

2.3 Limited Level of Control

Candidates can work without teacher supervision. Candidates may undertake research and preparatory work which will inform, but should not be included in, the final piece of work presented for assessment. They may have unlimited access to electronic and printed resources, use the internet without restriction and work in groups (if permitted).

3 ROLES AND RESPONSIBILITIES

3.1 Senior Leadership Team

The Senior Leadership Team will:

- Ensure, on behalf of the Head of Centre, that each department carries out controlled assessment/NEA in accordance with the instructions issued by the Joint Council for Qualifications (JCQ)
- Map overall resource management requirements for the year. As part of this resolve:
  - Clashes/problems over the timing or operation of controlled assessments/NEA;
  - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);
- Ensure all staff, students and parents have access to a calendar of events
- Regularly check central trackers for progress towards expected levels and carry out Quality Assurance to ensure students work is meeting required standards

3.2 Heads of Department

Heads of Department will ensure:

- A curriculum map is created and followed identifying assessment dates, internal and external verification dates
- All staff involved with Controlled Assessment and NEAs read and understand the JCQ guidance for NEA and Controlled assessment
- All staff involved with Controlled Assessment and NEAs read the course specification section on carrying out the Controlled Assessment and NEA so that they are aware of what is allowed during the unit or task
- The safe and secure conduct of controlled assessment/NEA in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions as detailed in the course specification
- Controlled assessments and NEAs are suitably integrated into curriculum maps and planning
- All marking is standardised and sampling takes place, this is recorded and marking is checked for accuracy
- All teachers in each department understand their responsibilities with regard to NEA/controlled assessment and are familiar with the contents of the JCQ publication "Instructions for conducting non-examination assessments"
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required and are familiar with the relevant teachers' notes, and any other subject specific instruction
- All confidential materials, together with the work produced by the candidates, are stored securely at all times. (Secure storage is

designed as a securely locked cabinet, cupboard or secure electronic area)

- Support Staff are given sufficient notice in which to order and prepare materials needed for assessments
- The Special Educational Needs Co-ordinator (SENCO) is informed about any assistance required for the administration and management of access arrangements and requested by the subject leader
- In the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices
- Where videos or photographs/images of the candidates are to be included as part of the controlled assessment/NEAs consent is obtained from parents/carers/guardians
- A log is kept which contains
  - The date and time of each assessment together with its title
  - The name of the supervising teacher
  - A list of candidates who were present during the assessment; o A list of any absent candidates
  - A log of any incidents which occurred during the assessment is kept for each controlled assessment/NEA.
- Pupils absent at the time of the controlled assessment/NEAs are provided with opportunity to carry out the controlled assessment/NEA task within the guidelines of the awarding body
- Ensure that controlled assessment/NEA key dates, examiner reports, moderation reports and other documents are stored in the central controlled assessment folder.
- Ensure that all teaching staff regularly assess work and update central trackers
- Where visiting assessment or moderation is used, it is arranged by subject leaders but this information is communicated to the exams officer and Line Managers

3.3 Teaching Staff

All Teaching Staff

- Comply with the general guidelines contained in the JCQ publication "Instructions for conducting non-examination assessments"
- Understand and comply with the awarding body specification for conducting controlled assessments/NEAs, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times

- If confidential materials/tasks are written or modified, they are verified by the exam board before teaching. Evidence must be kept made available on request
- Ensure there is sufficient supervision of every candidate to enable work to be authenticated and the work that an individual student submits for assessment is her own
- Ensure that they use the correct task for the year of submission
- Advise candidates on sources of information, relevance of materials/concepts, structure of the response, techniques of data collection, techniques of data presentation, skills of analysis and evaluation, health and safety considerations
- Supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment
- Ensure students are directed to not plagiarise or use AI in their final work, and they are fully aware of the malpractice procedures and possible consequences
- Ensure that students are aware of the criteria used to assess their work. They must understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified student-friendly version, provided that it is not specific to the work of an individual student or group of students.
- Consult the relevant awarding body's specification to obtain the date for the issuing of tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching
- Where candidates work in groups, the teacher should keep a record of each candidate's contribution. Work must be presented to the exam board as an individual's work
- Individual feedback must not be given but generic whole class feedback should be used
- Mark internally assessed components using the mark schemes provided by the awarding body
- Ensure that work is regularly assessed and central trackers are updated
- Retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Supply to the exams office details of all unit codes for controlled assessments/NEAs
- Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded

- Complete Unit Recording Sheets to the highest standard ensuring marks are checked against what was submitted to the exam board to avoid arithmetic errors
- Ensure students with access arrangements are provided with their requirements
- Supply to the exam's officer the names of any students who may be eligible for special consideration.

3.4 The Exams Officer

The Exams officer

- Enter students for individual units, whether assessed by controlled assessment/NEA, external exam or on-screen test, before the deadline for final entries
- Enter students' 'cash-in' codes for the terminal exam series
- Where confidential materials are directly received by the exams officer, to be responsible for receipt, safe storage and safe transmission, whether in USB or hard copy format
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadline
- Ensure that candidates and their parents/carers know and understand regulations and procedures around malpractice, the use of AI and the school's appeals procedures

3.5 Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator will

- Ensure access arrangements have been applied for via the Exams Officer
- Work with teaching staff to ensure requirements for support staff are met
- Ensure that support staff have read this document.

4 EXAMPLES OF GOOD PRACTICE

- At the start of a formal session of controlled assessment/NEA candidates will be reminded to ensure that their smartphones and any other electronic devices are not brought into the exam room
- Minutes of all meetings and standardisation meetings must be recorded and retained
- Examples of generic feedback must be kept by subject leaders
- Exam board marking guidance is used and teachers sign up for exam board updates and take part in exam board online CPD where deemed appropriate
- Moderation checklists provided by exam boards must be used
- Moderation samples must be returned to the exam board in the given time frame

- Teachers must not provide model answers to live controlled assessment or show students previous students work to the same task
- Teachers may exemplify to students using examples which are built around a fictional example
- Writing frames specific to the task (such as outlines, paragraph headings or section headings), must not be used
- Students must not have sight of examples during live controlled assessment blocks
- Central assessment trackers to be updated and students to be issued trackers to allow them to self-identify what they have missing or haven't completed fully
- There must be a difference between a teaching block and a live controlled assessment block, to support SEN students this can be narrowed to support these students recalling information given by example in a teaching block
- Teaching blocks and controlled assessment is interlayered to support student's knowledge
- Staff are encouraged to go through the "JCQ Notice to Candidates (for controlled assessments/NEAs)" at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.

5 MALPRACTICE

Please see the associated policy 'Exams – Malpractice Policy'.

6 RATIFICATION

This policy has been approved and ratified by the Headteacher in January 2025. The policy will be reviewed for January 2026.

Mrs S O'Donovan
Headteacher