



St Peter's
Collegiate Academy

Non-Examination Assessment Policy

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Numquam Frustra



'Life in all its fullness'

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Statement of intent

It is the responsibility of everyone involved in St Peter's Collegiate Academy's non-examination assessment process to read, understand and implement this policy.

St Peter's Collegiate Academy:

- Is committed to ensuring that internal non-examination assessments are conducted by members of teaching staff who have the appropriate knowledge, skills and understanding.
- Will ensure non-examination assessment evidence provided by the candidates is produced and authenticated according to the requirements of the awarding body for the subject concerned.
- Will ensure the consistency of internal assessment will be maintained by internal moderation and standardisation.
- Will ensure all pupil work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

The purpose of this policy is to provide information and ensure understanding of the functionality of a non-examination assessment in school.

Legal framework

1.1. This policy has been created with regard to the following guidance:

- Joint Council for Qualifications (JCQ) (2022) 'Instructions for conducting non-examination assessments (new GCE & GCSE specifications)' (2022/2023)
- Joint Council for Qualifications (JCQ) (2019) 'General Regulations for Approved Centres 2022-2023'

1.2. This policy will be implemented in conjunction with the following school policies:

- Behavioural Policy
- Exam Appeals Policy
- Equal Opportunities Policy
- Equality Information and Objectives Policy

2. Roles and responsibilities

2.1. The principal is responsible for:

- Appointing an appropriate subject leader for each subject that involves non-examination assessment.
- Ensuring that the school's Non-Examination Assessment Policy is fit for purpose.
- Ensuring the school's internal appeals procedures clearly detail that the appeals procedure is to be followed by candidates and parents appealing against internally assessed marks.
- Ensuring the correct conduct of non-examination assessments, which complies with JCQ and awarding body subject-specific instructions, is followed.
- Ensuring the assessment schedule is recorded in the school-wide calendar by the beginning of the academic year.
- Ensuring there is no conflict of interest, for example a teacher teaching their own child.
- Ensuring that external moderators receive the correct samples of work to review, within the time frame specified by the awarding body.

2.2. The senior leadership team (SLT) is responsible for:

- Being familiar with the JCQ "Instructions for conducting controlled assessments".
- In conjunction with the principal ensuring the assessment schedule is recorded in the school-wide calendar by the beginning of the academic year.
- Ensuring that controlled assessments are conducted safely and securely as described by the relevant awarding body.

2.3. Heads of department are responsible for:

- Confirming with subject teachers that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.

- Ensuring appropriate procedures are in place for internally standardising and moderating the marks awarded by subject teachers in line with the awarding body's criteria.
- Providing a school-devised template, where the awarding body has not provided one, for candidates to record their research, planning, resources, etc.
- Ensuring subject teachers understand their roles and responsibilities within the non-examination assessment process.
- Ensuring JCQ and relevant awarding body subject-specific instructions are followed in relation to the conduct of non-examination assessments.
- Ensuring the examination officer is provided with the relevant entry codes for subjects in time with the internal deadlines for entries.
- Understanding and complying with the general JCQ instructions.
- Where instructions may also be provided by the awarding body, understanding and complying with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Marking internally assessed work to the criteria provided by the awarding body.
- Managing risks associated with non-examination assessments.

2.4. The examination officer is responsible for:

- Carrying out tasks, where these may be applicable, that support the administration and management of non-examination assessments.
- Ensuring heads of department are kept up-to-date with JCQ regulations and information.
- Ensuring that candidates are entered for the correct assessments and the entry forms reach the relevant awarding body at the specified time.
- Receipt, safe storage and transmission of confidential materials.

2.5. The invigilators/supervisors are responsible for:

- Ensuring non-examination assessments are in compliance with JCQ's and the awarding body's specification.
- Efficiently running all exams.
- Collecting papers and other material from the exams officer prior to the commencement of the exam.
- Dealing with any issues that arise during an assessment.
- Contacting the exams officer for clarification of any issue.
- Collecting and returning papers in the correct order to the exam officer on completion of the assessment.

2.6. Candidates are responsible for:

- Checking that their personal details and entries are correct.
- Signing declarations that authenticates course work and/or controlled assessment as their own.
- Conducting themselves in an appropriate manner by abiding by school and assessment rules in accordance with JCQ regulations.
- Lodging an appeal with the exam board for awarding grades or for reports of malpractice.

- Making a complaint to the exams officer regarding anything connected with the assessment process.

2.7. The site manager is responsible for:

- Collaborating with the exam officer to ensure rooms allocated for assessments are set up in accordance with JCQ regulations.
- Ensuring that rooms used for assessments are clean, well-ventilated with all access and fire exits obstacle free.

2.8. The SENCO is responsible for:

- Identifying and assessing the candidate's requirements for access arrangements.
- Notifying the exams officer of any access arrangements required well in advance of the assessment.
- The administration of access arrangements and any special arrangements for candidates.
- Having in place trained personnel to assist access candidates with assessments where required.
- Keeping accurate and up to date records of all access arrangements.

2.9. The DPO is responsible for:

- Managing data within the school in regard to assessments.
- Managing internal data protection activities.
- Ensuring risk and impact assessments are conducted in accordance with ICO guidance.
- Maintaining expert knowledge of data protection law and practices.

3. The basic principles

3.1. Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

3.2. There are three assessment stages, and rules which apply to each stage. These stages are:

- Task setting
- Task taking
- Task marking

3.3. The functionality of these rules will vary across subjects due to subject-specific content; for example, the implementation of working in silence would not necessarily be applicable in a drama assessment.

3.4. JCQ requires each school conducting non-examination assessments to have a Non-Examination Assessment Policy in place to:

- Cover procedures for planning and managing non-examination assessments.

- Define teaching staff roles and responsibilities with respect to non-examination assessments.
 - Manage risks associated with non-examination assessments.
- 3.5. As required by JCQ, the school will implement this policy to outline the management of GCE and GCSE non-examination assessments.
- 3.6. The school will ensure that such a policy is in place for a JCQ school inspector to examine.
- 3.7. The instructions in this policy apply to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

4. Task setting

- 4.1. Where the awarding body is responsible for task setting, subject-specific tasks will be provided by the awarding body.
- 4.2. Where the school is responsible for task setting, the school will:
- Select from a number of comparable tasks provided by the awarding body; or
 - Design our own task(s), in conjunction with candidates where permitted, using criteria set out in the relevant specifications.
- 4.3. Where the school is responsible for task setting, we will ensure that the assessment criteria, as detailed in the specification, is met, and tasks are accessible to candidates. The school will refer to the awarding body's specification for clarification.
- 4.4. Candidates will be aware of the criteria used to assess their work.
- 4.5. All assessment materials will be locked in suitable secure cabinets, prior to and at the end of each session.

Issuing of tasks:

- 4.6. Heads of department will consult the relevant awarding body's specification in order to obtain the date for the issuing of the tasks and in conjunction with the Assistant Principal – Teaching and Learning, special educational needs coordinator (SENDCo) and examinations officer, choose the most appropriate time for the task to take place. This may mean that the task takes place; during timetabled class time, during an examination series, after the school day or on a school closure day. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in schools.
- 4.7. Heads of department will take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications.
- 4.8. Each head of department will plan how the assessment will take place, taking into account the level of control, accommodation and resources required and informing the examination officer and involved subject staff.

- 4.9. If the wrong task is issued to candidates, the school will make arrangements for candidates to undertake the correct tasks. Awarding bodies will do all that they can to protect candidates' interests, but in some cases, it may not be possible to accept work based on the wrong task. The school will, therefore, take great care to ensure that the correct task is issued to candidates.
- 4.10. If a student is absent, the supervising teacher must allow that student the chance to make up time if necessary. This may take place during lunchtime, after school or on a school closure day. For long term absences, special consideration should be applied for.

5. Task taking

Supervision:

- 5.1. Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification states otherwise:
- Invigilators and the display of JCQ 'No Mobile Phone' posters and the JCQ 'Warning to Candidates' are not required.
 - Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. The school will always check the subject-specific requirements issued by the awarding body.
 - The school will ensure that:
 - ◆ There is sufficient supervision of every candidate to enable work to be authenticated.
 - ◆ The work that an individual candidate submits for assessment is their own.
- 5.2. Work may be completed outside of the school without direct supervision, provided that the school is confident that the work produced is the candidate's own. Unless stated otherwise by the awarding body, candidates will normally:
- Have unlimited access to electronic and printed resources.
 - Use the internet without restriction.
 - Work in groups.
- 5.3. Where candidates work in groups, the teacher should keep a record of each candidate's contribution.
- 5.4. The school will ensure that candidates 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.
- 5.5. The school will ensure that candidates:
- Understand that information from published sources will be referenced.
 - Receive guidance on setting out references.
 - Are aware that they will not plagiarise other material.

Advice and feedback:

- 5.6. As appropriate to the subject and component, the school will advise candidates on aspects such as, but not limited to, those listed below before work begins:
- How information is presented
 - 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, e.g. when using equipment such as computers
 - Potential ethical considerations
 - The security of their work
- 5.7. The school will not provide model answers or writing frames for a specific task.
- 5.8. Unless specifically prohibited by the awarding body's specification, teaching staff may:
- Review candidates' work and provide oral and written advice at a general level.
 - Having provided advice at a general level, allow candidates to revise and re-draft work.
- 5.9. General advice will not be recorded or taken into account when marking work.
- 5.10. Advice that goes beyond general advice includes, but is not limited to, the following:
- Providing detailed specific advice on how to improve drafts to meet the assessment criteria.
 - Giving detailed feedback on errors or omissions which limits candidates' opportunities to show initiative.
 - Intervening personally to improve the presentation or content of work.
- 5.11. If teaching staff give advice that goes beyond general advice, then they will record this assistance and either take it into account when marking the work or submit it to an external examiner.
- 5.12. Annotations will be used to explain how marks were applied in the context of the additional assistance given.
- Teaching staff will not provisionally assess work and then allow the candidate to revise it. Teaching staff will not provide any type of assistance if the awarding body's specification explicitly prohibits it.
 - Assistance will not be given if there is no means to record it and to take account of it in the marking.
 - Failure to follow this procedure constitutes malpractice.

- 5.13. Submitted work will be securely stored until the all results have been internally and then externally moderated (if required), verified and the assessment marks submitted to the relevant awarding body. Any lost student work will be reported as soon as this is recognised to the examination officer and the relevant awarding body.

Resources:

- 5.14. Certain subjects will require candidates to gather information from published sources when researching and planning their tasks.
- 5.15. Candidates will normally have unrestricted access to resources. The school will refer to the awarding body's specification and/or associated documents for confirmation.
- 5.16. Unless the awarding body's specification states otherwise, for all formally supervised sessions, candidates':
- Access to resources is tightly prescribed and normally restricted to preparatory notes.
 - Access to the internet is not permitted.
 - Personal computers or other electronic devices are not permitted to be used in formally supervised sessions.
- 5.17. Candidates are not allowed to introduce new resources between formally supervised sessions. When work for assessment is produced over several sessions, the following material will be collected and stored securely at the end of each session (not accessible to candidates):
- The work that will be assessed
 - Preparatory work
- 5.18. Additional precautions will be taken where candidates are permitted to store work on computers. This may include collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the school's IT network.
- 5.19. The work submitted for assessment will include references to any sources used, where appropriate.
- To facilitate this, each candidate will keep a detailed record of their own research, planning and resources, etc. The record will include all the sources used, including books, websites and audio/visual resources.

Word and time limits:

- 5.20. The school will refer to awarding bodies' specifications as to whether time limits are mandatory. Where limits are for guidance only, candidates will be discouraged from exceeding them.

Collaboration and group work:

- 5.21. Unless the awarding body's specification states otherwise, candidates are free to collaborate when carrying out research and preparatory work.
- 5.22. Where specifications permit, some assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. Teaching staff will ensure it is possible to ascertain individuals' contributions to the group work.
- 5.23. Where a group assignment requires written work to be undertaken, each candidate will write up their own account of the assignment. It is acceptable for all members of a group to record the same data, but each will use their own words and their own contributions will be clearly identified. The contribution of individual candidates will be clear from both the work itself and, if applicable, the records.
- 5.24. Each candidate will be marked as an individual for the work they have contributed.
- 5.25. The school is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

Authentication procedures:

- 5.26. Teachers will be sufficiently familiar with the candidate's general standard of work to judge whether the piece submitted is within their capabilities.
- 5.27. Where required by the awarding body's specification, the following procedure will be applicable:
 - Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work.
- 5.28. Teachers will sign a declaration of authentication after the work has been completed confirming that:
 - The work is solely that of the candidate concerned.
 - The work was completed under the required conditions.
 - Signed candidate declarations are kept on file. (Signed candidate declarations will be kept on file until the deadline for the enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by the JCQ school inspector).
- 5.29. If teaching staff are unable to confirm whether work presented is a candidate's own but it has been completed under the required conditions, teaching staff will:
 - Not accept the candidate's work for assessment.
 - Record a mark of zero for internally assessed work.
 - Notify a member of the SLT.

Presentation of work:

- 5.30. Candidates will be allowed to word process their work.
- 5.31. Candidates will be instructed to put the following information on each page as a header or footer:
 - Five-digit school number.
 - Candidate number.
 - Component code.
- 5.32. The Principal will sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates have had, or will have, the opportunity to undertake the prescribed practical activities
- 5.33. The Principal will sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates have had, or will have, the opportunity to undertake the Spoken Language endorsement.
- 5.34. Candidates will be permitted to use spell/grammar check when they are word processing.
- 5.35. Candidates will be encouraged to use black ink and write legibly for submitted written work.
- 5.36. Candidates will submit both handwritten and word-processed work on A4 paper unless the awarding body's specification states otherwise.
- 5.37. Candidates will include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.
- 5.38. The insuring of fragile and valuable materials will be considered. Awarding bodies are not responsible for the loss or damage of work during moderation or transit.
- 5.39. The inclusion of items of sentimental value, such as photographs or certificates, will not be permitted in the presentation of work.
- 5.40. Consent will be obtained at the beginning of the course from parents if videos, photographs or images of candidates will be included as evidence of participation or contribution.
- 5.41. Bulky covers and folders will be removed before work is sent for moderation or external marking.
- 5.42. Candidates' work will be securely fastened and the awarding body's cover sheet will be fully completed and attached to the work.

Keeping materials secure:

- 5.43. Where candidates are producing work over a period of time under formal supervision, their work will be stored securely.
- 5.44. Where work is stored in a hard-copy format, secure storage is defined as a securely locked cabinet or cupboard.
- 5.45. Where candidates are producing artefacts, such as a piece of art, secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.
- 5.46. When work is stored in a digital format, it is the school's responsibility to keep the work that candidates have submitted secure.
- 5.47. Where work is stored electronically, the school will restrict access to this material and will utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective contingency strategy will be in place so that an up-to-date archive of candidates' evidence is maintained.
- 5.48. Teachers are allowed to take work home to mark, provided that they take sensible precautions regarding the work's security.
- 5.49. Internally assessed work that is not required for moderation purposes and work returned to the school after moderation will be returned to secure storage until all possible post-results services, such as appeals, have been exhausted. If post-results services have not been requested, internally assessed work will be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, internally assessed work will be returned once the enquiry about results and any subsequent appeal has been completed.
- 5.50. Candidates will be reminded to keep their work secure at all times and not to share completed work or partially completed work on social media or by any other means.
- 5.51. The school will take precautions to ensure that the packages in which candidates' work is dispatched is robust and securely fastened.
- 5.52. The school will consider encrypting any sensitive digital media to ensure the security of the data stored within it, in line with the relevant awarding bodies' guidance to ensure that the method of encryption is suitable.

Using work for other purposes

- 5.53. Candidates will be reminded that they must not publicise their work before its submission for formal assessment, e.g. posting it on social media.
- 5.54. During the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of candidates' work will be able to be used for other purposes, e.g. in a competition, provided that the originals are stored securely by the school.

- 5.55. Any material which is not required for moderation purposes, or any subsequent review, will be returned to the candidate.
- 5.56. Where original work is used for moderation, a teacher will be present if, during this period:
- Assessed work is exhibited.
 - A candidate takes assessed work to an interview.
 - The work is removed from secure storage for any other reason.

6. Task marking – externally assessed components

Conduct of externally assessed work:

- 6.1. The format of external assessment will vary according to the specification and component; for example, some components may have a visiting examiner, whereas sometime candidates' work will be required to be dispatched to an examiner. Details of the subject-specific arrangements will be found in the awarding body's specification.
- 6.2. Externally assessed work will be conducted within a window specified by the awarding body.
- 6.3. The school will be aware that, if, during the external moderation process, it is found that candidates' work has not been properly authenticated, the awarding body will set the mark awarded by the school to zero.

Submission of work:

- 6.4. The school will pay close attention to the completion of the attendance register, clearly indicating those candidates who are either present or absent at sessions. The school recognises that failure to do so will impact upon an awarding body's ability to deliver an accurate set of results.
- 6.5. A copy of the attendance register will be kept until the deadline for enquiries about results has passed.
- 6.6. Where candidates' work needs to be dispatched to an examiner, it will be sent by the date specified by the awarding body.

Feedback:

- 6.7. The school will review feedback concerning our conduction of assessments. The feedback will be constructive, objective, supported by fact and judgement and sufficiently detailed to explain any differences between the school's assessments and the agreed standard for the component.

7. Task marking – internally assessed components

Marking and annotation:

- 7.1. Teachers will mark work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.
- 7.2. Teacher annotations will be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the school and enable the moderator to check that marking is in line with the assessment criteria.

Annotating the work:

- 7.3. When marking, the marker will follow guidance in the relevant specification and associated subject-specific documents.
- 7.4. The marker will provide evidence to support awarded marks.
- 7.5. The marker will identify the assessment criteria that the candidate has met.
- 7.6. The marker will be clear and unambiguous.
- 7.7. The marker will use key phrases from the marking criteria; e.g. “uses a variety of techniques”.
- 7.8. The marker will insert annotations at the appropriate point in the work – in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded.

Awarding marks:

- 7.9. In regards to work done in groups, marks that reflect the contributions of individual candidates will be awarded.
- 7.10. The marker will account for if a candidate has received feedback and guidance that goes beyond the general guidance allowed, which is stated by the awarding body’s specification.

Completing documentation:

- 7.11. The marker will record the feedback and guidance that is given to candidates.
- 7.12. The marker will enter marks in the way specified by the relevant awarding body.

Candidates who submit insufficient or no work:

- 7.13. When a candidate submits no work whatsoever, the candidate will not be awarded a mark of zero; instead the candidate will be reported to the awarding body as absent.
- 7.14. When the candidate submits insufficient work, the candidate’s work will be marked against the assessment criteria. The appropriate mark will be awarded. If none of the work is worthy of credit, the candidate will be awarded a mark of zero.

Revealing marks to candidates:

- 7.15. The school will reveal internally-assessed marks to candidates, as a candidate may request a review of the school-assessed mark.

Candidates who request a review of the school's mark:

- 7.16. Any review will be undertaken before marks are submitted to the awarding body.
- 7.17. Sufficient time will be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision.
- 7.18. The school will allocate sufficient time for the review to be completed, making changes to marks where necessary and informing the candidate of any changes, all before the awarding body's deadline.
- 7.19. The review will be carried out by an appropriate assessor who has no previous involvement in the assessment of the candidate's work and has no personal interest in the review.
- 7.20. The school will ensure that all candidates are aware that school-assessed marks are subject to change through the moderation process.

Internal standardisation:

- 7.21. The marker will indicate on candidates' work, or on the cover sheet of the work, the date of marking.
- 7.22. All markers involved in the school-assessed marking will work to common standards.
- 7.23. When internally standardising, the following process will be followed:
- In the first year of a new specification, teaching staff will participate in awarding body training.
 - In subsequent years, obtain exemplar material provided by the awarding body and use the school's own archive material.
 - When holding a trial marking session, all teachers involved in assessment will be included.
 - Compare standards through cross-marking a small sample of work.
 - Agree upon a common understanding of the assessment criteria.
 - Repeat the trial marking/cross-marking exercise.
 - Ensure that any discrepancies in marking are resolved.
 - Hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation.
 - If there are inconsistencies, ensure that the teacher(s) concerned make(s) adjustments to their marks.
 - New marks will be checked by the teacher responsible for internal standardisation.
 - Retain evidence that internal standardisation has been carried out.
 - Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Submission of work and marks for moderation:

- 7.24. The school will set internal deadlines which will allow accommodation for any candidate requests for reviews of marking and to meet the deadline for submission of marks of candidates' work, as published by the awarding body.
- 7.25. The work submitted will be carefully checked for addition and transcription errors before submission.
- 7.26. The school will submit the supporting documentation required by the awarding body, these include:
- Authentication of candidates' work.
 - Confirmation that internal standardisation has been undertaken.
 - Any subject-specific information.
- 7.27. In exceptional cases, it is possible to obtain an extension to the deadline for submission of marks.

Storage and retention of work after submission and marks:

- 7.28. The school will keep a record of names and candidate numbers for candidates whose work was included in the sample sent to the moderator.
- 7.29. The school will retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- 7.30. Where work is stored electronically, the school will implement measures to protect work from corruption and have back-up procedures in place.
- 7.31. If retention of the work is a problem due to the nature of the work, the school will keep evidence, such as photos. For instance, in relation to food technology assessments, photos will be taken during the non-examination assessment, due to the perishable nature of the work.
- 7.32. Awarding bodies will retain the work of some candidates for archive and standardisation purposes.

Carrying marks forward

- 7.33. Where a candidate retakes a qualification, which includes a non-examination assessment component, they will be able to carry forward the mark given for this component.
- 7.34. Where the qualification consists entirely of non-examination assessment, the candidate will retake at least one component.
- 7.35. Where the candidate has more than two previous non-examination assessment marks, the most recent mark will be used, even if it is a lower mark.

- 7.36. A mark will only be carried forward where a grade, including 'Unclassified', has been awarded for the qualification.

Reusing previous work when retaking a qualification

- 7.37. A previous non-examination work will be enhanced and resubmitted, where required, when a candidate retakes a qualification, unless specifically prohibited by the awarding body, or the awarding body sets the task and it changes each year.
- 7.38. Where there is more than one task required to retake a qualification, all tasks will be submitted for assessment and/or moderation, even if the candidate has not carried out any further work on them.
- 7.39. Where work is moderated live, the candidate will repeat all tasks; however, this will not apply if a task is assessed and/or moderated from a recording, except for the speaking component of GCSE MFL tasks, which must be repeated.

8. Appeals

- 8.1. An appeal can only be made against the process that produced the mark to be submitted to the relevant awarding body; no appeal against the actual mark is accepted. For example, an appeal can be requested should a candidate or parent feel the correct marking, moderating and standardising procedure has not been followed.
- 8.2. Appeals will be made as soon as possible once marks have been released.
- 8.3. Appeals will only be allowed if they are requested at least four weeks before the end of the last externally assessed paper in that examination series.
- 8.4. Appeals will be made to the principal who will investigate the appeal.
- 8.5. If an appeal results in a change in the initially awarded mark, then the relevant awarding body will be informed.
- 8.6. The appellant will be informed in writing of the outcome of their appeal. Further procedures are outlined in the Exam Appeals Policy.

9. Access arrangements

- 9.1. Awarding bodies' specifications are developed to be compliant with equality legislation. Access arrangements will be granted provided that these do not undermine the integrity of the qualification.
- 9.2. If a candidate has an access arrangement as part of their normal way of working within the school, if possible, a similar arrangement will be organised.
- 9.3. The school will apply for access arrangements in advance of timetabled non-examination assessments.
- 9.4. The special educational needs coordinator (SENDCo) will ensure that all relevant staff are aware of any access arrangements which need to be applied for in regards to non-examination assessments.

- 9.5. The SENCO will ensure that all relevant staff are aware of any access arrangements which need to be applied for in regards to non-examination assessments.

10. Special consideration

- 10.1. Candidates who are unexpectedly absent for one or more formally supervised session will not be eligible for special consideration – the candidate will be given an opportunity to make up the missed time.
- 10.2. Candidates who are absent for an acceptable reason on the day of an external examiner visiting may be given special consideration – advice will be sought from the awarding body at the time of the candidate’s absence to arrange possible alternative assessment arrangements.
- 10.3. Candidates who were absent for some formally supervised sessions because they joined the course at a late stage will not be eligible for special consideration – the candidate will be given an opportunity to make up the missed time.
- 10.4. When another assessment opportunity prior to the series in which the candidate would receive certificates, candidates who were absent for an acceptable reason when their peers undertook the assessment will not be eligible for special consideration – the candidate will be allowed to submit the assessment in a subsequent examination series.
- 10.5. When there is not another upcoming opportunity for assessment and the candidate was absent for acceptable reasons when their peers undertook the assessment, the candidate may be eligible for special consideration.
- 10.6. In order for a candidate who has been absent to be eligible for special consideration, the following criteria must be met:
- The candidate has covered the entire course and has been fully prepared for the relevant assessment.
 - The candidate was unable to complete the relevant assessment during the certification series at the same time as their peers for acceptable reasons.
 - The school has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension.
 - The school can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension.
 - The candidate meets the published criteria for enhanced grading.
 - The school supports the application for special consideration.
- 10.7. Awarding bodies will accept a reduced quantity of work, providing the following criteria is met:
- The specification requires completion of more than one piece of work.
 - All pieces of work are assessed against the same criteria.
 - The candidate has completed at least one piece of work and each required assessment objective has been covered at least once.

Loss of work

- 10.8. If the candidate is responsible for the loss of their work through negligence, no special consideration will be given.
- 10.9. If the school is responsible for the loss of work through negligence, then the candidate will be eligible for special consideration, providing the school can verify that the work was completed or partially completed and had been monitored whilst it was in progress.

11. Malpractice

- 11.1. Teachers will familiarise themselves with the JCQ document 'Notice to Centres – Sharing NEA material and candidates' work.'
- Candidates must not:
 - Submit work which is not their own.
 - Make their work available to other candidates through any medium.
 - Allow other candidates to have access to their own independently sourced material.
 - Assist other candidates in producing work.
 - Use books, the internet or other sources without attribution and acknowledgement.
 - Submit work that has been word-processed by a third party without acknowledgement.
 - Include inappropriate, offensive or obscene material.
- 11.2. Candidates will not publish their work on social media.
- 11.3. If a candidate malpractice is discovered after a candidate has signed the authentication statement, the awarding body will either:
- Award the work a mark of zero.
 - Disqualify the candidate from that component of the examination series.
 - Disqualify the candidate from the entire subject for that examination series.
 - Disqualify and ban the candidate from re-entering for a period of time.
- 11.4. The Principal will ensure that those members of staff involved in the direct supervision of candidates producing non-examination assessment material are aware of the potential risk of malpractice.
- 11.5. Teaching staff will be aware that failure to report malpractice constitutes malpractice itself.
- 11.6. Teachers will:
- Be vigilant.
 - Escalate and report any alleged, suspected or actual incidents of malpractice to the examinations officer, the assistant principal – teaching and learning who will investigate and inform the principal.

11.7. SLT will:

- Inform student and parents/carers, in writing of any decision in relation to malpractice and be given the right of appeal.
- Arrange a meeting with the student and parents/carers to attend.

11.8. If teachers suspect malpractice, the disciplinary procedures outlined in the school's Behavioural Policy will be followed and the relevant awarding body will be contacted.

11.9. To avoid malpractice, where a teacher is teaching, preparing or assessing a candidate with whom they have a close relationship, e.g. a member of their family, the school will declare any possible conflicts of interest to the relevant awarding body and submit the marked work for moderation, whether or not it is part of the moderation sample.

12. Quality assurance

12.1. St Peter's Collegiate Academy is committed to quality assurance and believes it in an integral part of the school's processes.

12.2. At St Peter's Collegiate Academy, an internal verification process is in place to ensure that consistent testing and assessment standards are maintained.

12.3. Several methods of internal verification are carried out on an on-going basis, including the following:

- Cross-marking
- Peer reviewing and appraisals
- Working observations
- Moderation
- Standardisation

12.4. All cases of borderline achievement are internally verified. All internal verification is recorded on pupils' work and on central recording systems.

12.5. All necessary teaching staff members attend relevant training and courses, keeping up-to-date with various methods of assessment and marking.

12.6. Where a new marker is assessing, all work is double-marked until the principal is satisfied with the standard.

12.7. Information from the awarding body is circulated to all members of staff involved in the assessing of pupils' work.

12.8. St Peter's Collegiate Academy's Equal Opportunities Policy is followed at all times and regularly monitored.

13. Monitoring and review

- 13.1. This policy will be reviewed annually by the Vice Principal: Quality of Education using any information gathered through the implementation of the policy for further development and progress.

This policy was updated by VP: Quality of Education and reviewed by the Local Governing Body in June 2025.

Appendix 1

JCQ Guidance: AI Use in Assessments

The following guidance is based on the Joint Council for Qualifications guidance, “AI Use in Assessments: Protecting the Integrity of Qualifications” (Apr 2025).

https://www.jcq.org.uk/wp-content/uploads/2024/07/AI-Use-in-Assessments_Feb24_v6.pdf

AI Use and Acceptable Referencing

AI use in this context refers to the use of AI tools to obtain information and content which might be used in work produced for assessments that contributes to the award of qualifications.

When properly referenced, this use can be acceptable. However, students cannot be credited for any work they produce for assessment which is not their own, so the benefit to them of using AI is likely to be limited. **Students must be aware they risk committing malpractice if AI is misused.**

Capabilities of AI

AI tools (such as Gemini and ChatGPT) generate text in response to user prompts and questions. Users can ask follow-up questions or request revisions to the responses already provided. AI tools generate responses that are statistically likely to be relevant and appropriate based upon patterns in the large language models upon which they have been trained.

AI can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

Risks and Limitations

It is important that teachers and students are aware that the range of AI tools and their capabilities is expanding quickly. However, there are significant limitations to their use, such as the potential for producing inaccurate or inappropriate content.

The use of AI tools may pose significant risks if used by students completing qualification assessments, not least the risk of committing malpractice, for which serious sanctions can apply.

JCQ Definition of AI Misuse

AI misuse is defined as a situation where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the student's own analysis, evaluation, or calculations.
- Failing to acknowledge the use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgment of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Consequences of AI Misuse

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' are severe. These sanctions include disqualification and debarment from taking qualifications for a number of years.

Additionally, students' marks may be affected if they have relied on AI to complete an assessment and the attainment demonstrated does not accurately reflect their own work.

Acknowledging AI Use

It is essential students are clear about the importance of referencing the sources they have used when producing work for an assessment and they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students must ensure they independently verify the AI generated content and reference the sources they have used.

Students acknowledging the use of AI and showing clearly how they have used it allows teachers and assessors to review how AI has been used and whether the use was appropriate in the context of the particular assessment. This is particularly important given that AI generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, student acknowledgement must show the name of the AI source used and the date the content was generated. For example:

ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2025.

The student must retain a copy of the question(s) a computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be included with the work the student submits for assessment, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. If this is not submitted, but the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and must take action to assure themselves the work is the student's own. Where the teacher assessor cannot assure themselves, they must follow their centre's internal procedures and the published guidance for assessment.