



WEST THAMES COLLEGE

Non-examination & Controlled Assessments Policy 2025-2026

Lead	Approved By:	Date Approved:	Next Review Date:	Where Published:
Vice Principal Curriculum & Quality	Executive Team	11/09/25	11/09/26	Staff Intranet

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to

- *cover procedures for planning and managing non-examination assessments*
- *define staff roles and responsibilities with respect to non-examination assessments*
- *manage risks associated with non-examination assessments*

Individual awarding organisations have their own procedures regarding the conduct of non-examination and controlled assessments. For some awarding organisations, it is a requirement that the specifics of these are included in this overarching policy. Please see Appendix 1 for NCFE procedures - it is essential that all staff involved in the administration and assessment of NCFE qualifications familiarise themselves with this content.

What are non-examination assessments?

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- *task setting;*
- *task taking;*
- *task marking.*

Procedures for planning and managing non-examination and controlled assessment: Staff roles and responsibilities

Directors

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions.
- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates.
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers.
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates.

Curriculum and Quality Team Manager (CQTM)

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process.
- Works with senior management to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers.
- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England and ensures any relevant JCQ/awarding body instructions are followed.
- Ensures the required task setting and task taking instructions are followed by subject teachers.
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria.

- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided.

Subject teacher

- Understands and complies with the general instructions as detailed in [NEA](#).
- Where these may also be provided by the awarding body, understands and complies 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.
- Ensures all the requirements in relation to the endorsement are known and understood.
- Follows the required task setting and task taking instructions.
- Assesses candidates, either live or from recordings, using the common assessment criteria.
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes.
- Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings.
- Ensures the exams officer is provided with relevant grades to the internal deadline for entries.

Exams officer

- Enter all students for GCSE entries before or by the deadline.
- Liaise with Inclusion Team and apply for access arrangements. Where appropriate communicate access arrangement requirements to Senior managers, Curriculum and Quality Team Managers and subject teachers.
- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment.
- Follows the awarding body's instructions for the submission of grades and recordings.

Task setting

Subject teacher

- Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted **using** criteria set out within the subject specification.
- Makes candidates aware of the criteria used to assess their work.

Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body.
- Identifies date(s) when tasks should be taken by candidates.
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times.
- Makes appropriate arrangements for assessments, organising candidates into groups etc.

Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates **complete** tasks under the required conditions and supervision arrangements.
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated.
- Where candidates may work in groups, keeps a record of each candidate's contribution.
- Ensure access arrangements are put in place for candidates that have approved access arrangements.

Advice and feedback

Subject teacher

- As relevant to the subject/component, **and in line with awarding organisation requirements and regulations**, advises candidates on relevant aspects before candidates begin working on a task.
- Will not provide candidates with model answers or outlines/headings specific to the task.
- **When reviewing candidates' work, unless prohibited by the specification, provides oral advice at a general level to candidates. They may not give advice which would provide an unfair advantage on them or other candidates.**

Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work.
- **Assesses the work of each candidate individually and ensure there is clear evidence of each candidate's contribution, clearly labelled for each candidate.**

Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session).

Curriculum and Quality Team Manager

- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for reviews of results or until the outcome of a review or any subsequent appeal has been completed.

Internal standardisation

Director and Curriculum and Quality Team Manager

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence.
- Supports staff who are not familiar with the mark scheme (e.g. NQTs, supply staff etc.).
- Ensures accurate internal standardisation - for example by
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments
 - making final adjustments to marks prior to submission
 - retaining work and evidence of standardisation
 - keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<i>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.</i>	Director/CQTM
Candidates do not understand the marking criteria and what they need to do to gain credit	<i>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. This must not include giving advice or guidance that would unfairly disadvantage candidates. Records confirm all candidates understand the marking criteria. Candidates confirm/record they understand the marking criteria.</i>	Subject Teacher
Subject teacher long term absence during the task setting stage	<i>See exam contingency plan.</i>	
Issuing of tasks		
Awarding body set task not issued to candidates on time	<i>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.</i>	CQTM
The wrong task is given to candidates	<i>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.</i>	CQTM
Subject teacher long term absence during the issuing of tasks stage	<i>See exam contingency plan.</i>	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	<i>Ensures the candidate's presentation does not form part of the sample which will be recorded. Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample.</i>	CQTM/Director
Task taking		
Supervision		
A candidate is suspected of malpractice prior to submitting their work for assessment	<i>Instructions and processes in the current JCQ publication. Instructions for conducting non-examination assessments (section 9 Malpractice) are followed. An internal investigation and where appropriate internal disciplinary procedures are followed.</i>	CQTM/Director
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<i>Candidates will be given an opportunity to re-do spoken language assessment.</i>	CQTM
Advice and feedback		
Candidate claims appropriate advice and feedback was not given by subject teacher prior to starting on their work	<i>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 records and sign-off to confirm monitoring activity. Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component.</i>	CQTM

A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<i>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.</i>	Director, Exams Officer
Candidate moves to another centre during the course	<i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place.</i>	CQTM, Exams Officer
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments. Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage.</i>	CQTM
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course. Alternative secure storage sourced where required.</i>	CQTM
Task marking – internally assessed components		
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work.</i>	CQTM
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication. Instructions for conducting non-examination assessments (section 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.</i>	Director/CQTM
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance. Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates.</i>	CQTM
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<i>See "How to Complain" policy.</i>	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year. Reminders are issued through senior leaders/subject heads as deadlines approach. Where appropriate, internal disciplinary procedures are followed.</i>	Exams Officer, CQTM
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan</i>	

Appendix 1

[NCFE regulations for the conduct of controlled assessments – Functional Skills](#)

[NCFE qualification specific instructions for delivery](#)