



Non-examination assessment policy 2026/27

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1. Aims

This policy aims 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

2. Guidance

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the [JCQ's instructions for conducting non-examination assessments](#), which we refer to when carrying out non-examination assessments in our school.

ReFocus may act as the registered examination centre for some candidates. Other candidates may remain entered through their home or commissioning school, or another approved centre. Where ReFocus is not the entering centre, written arrangements will be agreed with the entering centre before the assessment takes place and will identify responsibility for supervision, authentication, marking and submission, access arrangements, secure storage and transfer of work, malpractice reporting, internal reviews and appeals, and relevant deadlines.

This policy also takes into account the JCQ's guidance on:

- [Post-results services](#)
 - [General regulations for approved centres](#)
 - [Teachers sharing non-examination assessment material and candidates' work](#)
 - [Artificial intelligence \(AI\) use in assessments: protecting the integrity of qualifications](#)
- Artificial intelligence (AI) use in assessments: protecting the integrity of qualifications

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that can't be tested by timed written papers.

There are 3 assessment stages and rules which apply to each stage:

- Task setting
- Task taking
- Task marking

The rules often vary across subjects.

4. Roles and responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

4.1 Head of centre

In our school, the head of centre is Headteacher Paula Tucker. The head of centre is accountable to the awarding bodies for examination-centre compliance and is responsible for ensuring that:

- The centre's non-examination assessment policy is fit for purpose
- The non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conduct of exams and assessments
- The JCQ's guidance on AI use in assessments is followed, and that candidates do not submit inauthentic work
- The centre's malpractice/plagiarism policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse
- Teachers and assessors understand the risks associated with AI use, are familiar with the indicators of possible AI misuse identified by JCQ, and use appropriate authentication procedures where concerns arise.
- The JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- The centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
- Candidates' and their parents/carers' attention is drawn to the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

4.2 Senior leaders

Senior leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that teaching staff are aware of the potential for malpractice

4.3 Staff responsible for qualifications

The teacher or member of staff with responsibility for the relevant qualification is responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessments and understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate standardisation of non-examination assessments

4.4 Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment

- Understanding and complying with JCQ guidance on AI use in assessments
- Only accepting work for assessment which they consider to be the candidates' own, and where they have doubts, investigating this and taking appropriate action
- Explaining the importance to candidates of submitting their own independent work (that is a result of their own efforts and independent research) for assessments, and stressing to them and to their parents/carers the risks of malpractice
- Ensuring that candidates are familiar with how they should reference appropriately and acknowledge any use of AI to avoid misuse
- Understanding and complying with the awarding body's specification, where provided, 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
- Escalating and reporting any alleged, suspected or actual incidents of malpractice to the senior leadership team or to the awarding body directly

4.5 Examinations officer

The examinations officer is a distinct role performed by a different individual to the head of centre. The examinations officer is responsible for:

- Supporting the administration and management of non-examination assessments, including relevant awarding body deadlines, submission arrangements, candidate documentation and declarations, secure handling or dispatch of assessment material where applicable, and liaison with awarding bodies and other entering centres

4.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Ensuring that approved access arrangements and reasonable adjustments are identified and communicated to relevant staff, and that they are applied in accordance with the current JCQ Access Arrangements and Reasonable Adjustments requirements and the awarding body's specification
- Where another centre is responsible for the candidate's entry, liaising with that centre to confirm the access arrangements which apply and the respective responsibilities for implementing them

5. Task setting

Where the centre is responsible for task setting, staff will act in accordance with specific awarding body guidelines. They will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

6. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

6.1 Supervision

Invigilators will be provided where required by the relevant specification and the prescribed level of control

- The relevant JCQ warning notices and other required information will be displayed for the assessment
- Candidates will be directly supervised to the extent required by the relevant specification and the prescribed level of control

- Access to resources, including the internet and electronic devices, will be controlled in accordance with the relevant specification and the prescribed level of control

Teachers will ensure that:

- Every candidate is supervised as required by the relevant specification and prescribed level of control, enabling the work to be authenticated
- The work that an individual candidate submits for assessment is their own

Work will only be completed outside the centre or without direct supervision where this is permitted by the relevant specification and the centre can authenticate the candidate's work

Where candidates work in groups, the teacher will keep a record of each candidate's contribution

The teacher will also:

- Ensure that candidates understand the need to reference work
- Give guidance on how to do this, and
- Ensure that candidates are aware that they must not plagiarise other material

6.2 Advice and feedback

Teachers will not provide model answers or writing frames specific to the task, such as outlines, paragraph headings or section headings.

Unless specifically prohibited by the awarding body's specification, teachers 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 redraft work

Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner

When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given

Teachers will not provisionally assess work and then allow candidates to revise it

Explicitly prohibited assistance will not be given

Failure to follow this procedure constitutes malpractice

6.3 Resources

Teachers will comply with the awarding body's restrictions on access to resources, including books, notes, internet access, generative AI tools, computers and other electronic devices. In formally supervised sessions, candidates will only use resources where the specification expressly permits them. Where AI use is permitted during research or preparation, candidates must follow current JCQ requirements for acknowledging and retaining evidence of that use. AI tools must not be used during controlled or formally supervised assessment sessions unless expressly permitted by the specification. Candidates will not introduce new resources between formally supervised sessions

Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates

6.4 Group work

Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work

Where it is permitted, some assignments may be undertaken as part of a group

Where an assignment requires written work to be produced, each candidate will write up their own account of the assignment. Individual contributions will be clearly identified. Group assessment is not permitted

7. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities. When reviewing a piece of work to ensure its authenticity, teachers might compare it against other work created by the candidate.

Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments.

In accordance with the awarding body's specification and administrative requirements:

- Candidates will complete the required declaration confirming that the work submitted for final assessment is their own unaided work and will appropriately acknowledge all sources and any permitted use of AI
- Where AI-generated material has been used legitimately, candidates must retain the evidence required by JCQ, including the prompts or questions used, the generated content and an explanation of how it has been used, and submit this where required for authentication purposes
- Teachers will complete the required 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 securely until the deadline for requesting a review of results has passed or until any appeal, malpractice investigation or other results enquiry has been completed, whichever is later.

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership will be informed.

If AI misuse is detected or suspected by the centre and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation.

8. Task marking

8.1 Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded in line with the relevant guidance.

We will inform candidates of their internally assessed marks in sufficient time for them to request a review of the centre's marking procedure before marks are submitted to the awarding body. The review will be carried out by a suitably competent person who was not involved in the original marking and will check that the centre's procedure was followed consistently. This will be undertaken in accordance with the centre's published Internal Appeals Procedure.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

Teachers will not use AI as the sole means of marking candidates' work.

8.2 Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. Attendance registers and associated assessment records will be retained for the period required by the awarding body and current JCQ requirements.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

9. Malpractice

9.1 The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

9.2 Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own
- Make their work available to other candidates through any medium, including social media
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Use AI tools in a manner that is prohibited by the assessment requirements, or submit AI-generated material as their own work. Where the use of AI is permitted, candidates must acknowledge and evidence that use in accordance with current JCQ and awarding body requirements
- Include inappropriate, offensive or obscene material

Failure to report allegations or suspicions of malpractice may itself constitute malpractice. Malpractice will be reported to senior leaders and, where required, to the awarding body.

9.3 Where an irregularity is identified before the candidate signs the authentication declaration, it will be considered and recorded internally and dealt with in accordance with current JCQ and awarding body requirements. Any breach of confidential assessment material, or other matter that must be reported, will be notified to the awarding body.

9.4 Where an irregularity is identified after the candidate has signed the authentication declaration, the head of centre will notify the relevant awarding body as soon as reasonably practicable using the current JCQ reporting process.

9.5 Where examiners or moderators identify irregularities after the candidate has signed the authentication declaration, the awarding body may instruct the centre to investigate and report its findings.

9.6 Any sanction or penalty will be determined by the awarding body in accordance with the current JCQ Suspected Malpractice Policies and Procedures and the awarding body's own procedures. Sanctions can range from loss of marks to disqualification, depending upon the circumstances and seriousness of the malpractice.

10. Reviews of results and appeals

Candidates will be informed of the centre's arrangements for reviewing internally assessed marks before those marks are submitted to the awarding body. Candidates will also be informed of the relevant post-results services and awarding body appeals procedures after results are issued.

Appropriate senior members of staff will be available following the publication of results so that results may be discussed and decisions made within the relevant deadlines.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only where permitted under the awarding body's current post-results rules. It applies to the centre's moderated cohort and is not available for an individual candidate.

11. Monitoring

This policy will be reviewed by Paula Tucker, Headteacher, at the beginning of each academic year and checked against the current JCQ and awarding body requirements.

12. Linked policies and procedures

This policy should be read alongside:

- Examinations Policy
- Artificial Intelligence Policy
- Malpractice/Plagiarism Policy
- Internal Appeals Procedure
- Data Protection Policy

and the current:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Non-Examination Assessments
- JCQ Suspected Malpractice Policies and Procedures
- JCQ AI Use in Assessments guidance
- Relevant awarding body specifications and instructions