



Non-Examination Assessment (NEA) Policy (Exams)

Calthorpe Park School

May 2025

Non-Examination Assessment (NEA) Policy (Exams)

Centre name	Calthorpe Park School
Centre number	58333
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Senior leader(s)	Emma Jones, Sara Glover
Current policy approved by	Emma Jones
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ALS lead/SENCo	Sian Cosgrove
Quality assurance lead/Lead internal verifier	Oliver Borkowski
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Date of next review	May 2026

1. Definitions

A non-examination assessment (NEA) is an internally graded non-examination assessment that measures subject-specific knowledge and skills that cannot be fully assessed by timed written examinations. It is a form of controlled assessment.

Some Exam Boards call an NEA a Synoptic Project

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

1. Task setting
2. Task taking
3. Task marking

2. Aims

This policy:

- sets out procedures for planning and managing non-examination assessments
- defines staff roles and responsibilities with respect to non-examination assessments
- identifies risks associated with non-examination assessments

3. Guidance

This is a School-level policy which reflects the significant details specified in a range of other documents

This policy should be read in conjunction with the Assessment Policy.

The overarching instructions are provided in the Joint Council for Qualifications [JCO's instructions for conducting NEAs](#).

Additional instruction and guidance is provided in the following documents:

- [Post-results services](#)
- [General regulations for approved centres](#)
- [Teachers sharing NEA material and candidates' work](#)
- [Artificial intelligence \(AI\) use in assessments](#)
- CPS Malpractice and use of AI Policy

Individual Exam Boards set out their own regulations. For example:

- [NCFE's NEA \(Synoptic Project\) 2024 Regulations](#)
 - Music Technology iMedia
- [WJEC/Eduqas' NEA 2023 guidance](#)
 - English Language and English Literature
- [AQA NEA guidance and regulations](#)
 - Art, Photography, Ceramics, Design Technology, Drama, Physical Education

4. Roles and responsibilities

4.1 Head of centre

The Headteacher is the head of centre 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 conducting of exams and assessments

4.2 Senior leader – Exams Lead

Senior leaders are responsible for ensuring that:

- school policy is up to date and reflects requirements of JCQ and relevant
- non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- 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
- QA Lead and Lead Internal Verifier roles and responsibilities are satisfied
- Confirm with Subject leaders that appropriate awarding body forms and templates for NEA (including endorsements) are used by teachers and candidates.
- Ensure procedures are in place to internally standardise and verify the marks awarded by subject teachers are in line with the awarding body criteria.
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year.

QA lead/Lead internal verifier role and responsibilities:

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensure appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

4.3 Examinations officer

The examinations officer is:

- a distinct role performed by a different individual to the head of centre
- responsible for supporting the administration/management of non-examination assessment

4.4 Subject leaders

Subject leaders are responsible for ensuring that:

- they are familiar with JCQ instructions for conducting non-examination assessment

- they comply with specific instructions relating to non-examination assessment for the relevant awarding body,
- individual teachers understand their responsibilities with regard to non-examination assessment
- 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
- confidential materials/tasks set by awarding bodies are obtained in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments

4.5 Teachers

Teachers are responsible for:

- 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

4.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- establishing the special access arrangements for relevant students
- ensuring that all relevant staff are aware of any access arrangements that need to be applied

5. Task setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, relevant subject leaders and teachers 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.

- Identify dates when tasks should be taken by the candidates
- Store materials securely at all times
- Teachers guide students to satisfy awarding body's specification regarding word and time limits where these are apply or are mandatory

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

Candidates do not need to be directly supervised at all times

The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body

Invigilators are not required to display the JCQ '*no mobile phone*' or '*warning to candidates*' posters

Teachers 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 his/her own
- work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own
- where candidates work in groups, the teacher will keep a record of each candidate's contribution
- candidates understand the need to reference work
- give guidance on how to do this, and
- candidates are aware that they must not inappropriately use AI or plagiarise other material
- ensure candidates are aware of the "*JCQ Information for Candidates*", including the "*Information for Candidates about Social Media*"

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

Unless prohibited to provide oral and/or written feedback, provide suitable advice at a general level and 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 with regard to access to resources

Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices

Candidates will not be permitted to 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 his/her 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 be vigilant and look for signs of AI use, as set out in the [JCQ guidance on AI use in assessments](#).

Candidates will, where required by the awarding body's specifications, sign a declaration to confirm that the work they submit for final assessment is their own unaided work

Teachers will sign a declaration of authentication after the work has been completed confirming that candidates' work:

- is solely that of the candidate concerned
- was completed under the required conditions

Signed declarations are kept on file until the deadline for requesting a review of results has passed or until any appeal, malpractice 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.

8. Task marking

8.1 Internally assessed work

Head of centre will:

- make every effort to avoid situations where a candidate's work is assessed by a person who has a close personal relationship with the candidate, but, where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Teachers are responsible for:

- Attending/accessing awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- informing candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.
- making it clear to candidates that any internally assessed marks are subject to change during the moderation process.
- not using AI as the sole means of marking candidates' work.
- marking candidates' work in accordance with the marking criteria provided by the awarding body
- Annotating candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- informing candidates of their marks which could be subject to change by the awarding body moderation process
- Ensuring candidates are informed of the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation QA lead/Lead internal verifier role and responsibilities:

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Arrange support for staff who are not familiar with the mark scheme (e.g. ECTs, supply staff etc.)
- Ensure 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
- Retain evidence that internal standardisation has been carried out Additional responsibilities
- Indicate on work (or cover sheet) the date of marking
- Mark to common standards Keep 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
- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline

- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body
- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensure that for postal moderation:
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
 - Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
 - the subject teacher submits any supporting documentation required by the awarding body
- Storage and retention of work after submission of marks

Subject teacher role and responsibilities:

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention
- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking
- Check the final moderated marks when issued to the centre when the results are published
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

Exams office/officer role and responsibilities:

- Access or signpost moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

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. This register must be retained until the deadline for requesting a review has passed.

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

Subject teachers and/or Subject Leaders liaise with the Visiting Examiner where this may be applicable to any externally assessed component

Ensure that all work completed under formal supervision is securely stored between sessions.

Teachers will take reasonable precautions if removing work from site for marking offsite.

IT technical support will ensure work is backed up on the system and reinstate access where necessary.

9. Access arrangements and reasonable adjustments

Subject teacher

- Work with the ALS lead/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

ALS lead/SENCo role and responsibilities:

- Follow the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments in relation to non-examination assessments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place

- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

10. Special consideration and loss of work

Subject teacher role and responsibilities:

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

Exams office/officer role and responsibilities:

- Refer to/directs relevant staff to the JCQ publication A guide to the special consideration process: Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application Refer to/directs relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

11. Malpractice

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

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
- submit work that has been word processed by a third party or used AI tools, without acknowledgement of how and when this was used
- include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to the senior leader or directly to the awarding body.

Where irregularities are identified before an authentication statement has been signed (where required), the irregularity won't be reported to the awarding body – though if the

awarding body's confidential assessment material has been breached, this will be reported. Otherwise, this irregularity will be reviewed internally and detailed records kept of the irregularities.

Where irregularities have been identified after the candidate has signed an authentication statement (where required), the head of centre will notify the relevant awarding body as soon as reasonably practicable using form JCQ/M1.

Where examiners or moderators identify irregularities after the candidate has signed the authentication statement, the awarding body will instruct the centre to conduct an investigation and report its findings.

The penalties that may be imposed when irregularities have been discovered after an authentication statement has been signed are as follows:

- the piece of work will be awarded zero marks
- the candidate will be disqualified from that component for the examination series
- the candidate will be disqualified from the whole subject for the examination series
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time

12. Enquiries about results and Post-results services

Head of centre:

- Is familiar with the JCQ publication Post-Results Services
- Ensure the centre's internal appeals procedure clearly details the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an application for a review of results or an appeal

Subject lead:

- Provide relevant support to subject teachers making decisions about reviews of results

Subject teacher:

- Provide advice and guidance to candidates on their results and the post-results services available
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

Exams office/officer:

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post-Results Services (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

13. Monitoring

This policy will be reviewed by the SLT Exams Lead at the beginning of each academic year. The updated policy will be circulated and promoted with all relevant staff.

Subject Specific NEA Details

English

- **NEA Outline:** The speaking and listening component will be organised for completion for all students, in small groups or individually. For moderation purposes, presentations for selected candidates will be video recorded. Whilst not directly contributing to the overall course percentage, the outcome of the assessment is formally printed on candidates' GCSE certificates.
- **NEA Timing:** During March of Year 11, with students coming out of lessons in small groups during the identified assessment week.
- **NEA Results provided:** pending external moderation, are shared to students during lesson time, after completing marking of work.

Mathematics

No NEA components in the course assessments

Business & Enterprise

- **NEA Outline:** Set by exam board as a written project that can be IT based. Worth 60%, it is followed by a formal exam worth 40%. Students can achieve a Level 1 (grades 1-4 equivalent) or Level 2 award (grades 5-9 equivalent at GCSE)
- **NEA Timing:** To be completed by Easter of Year 11
- **NEA Results provided:** pending external moderation, are shared to students during lesson time, after completing marking of work.

Modern Foreign Languages

- **NEA Outline:** The Speaking Exam is worth 25% of the overall course assessment. Tasks are set by the exam board, facilitated by class teachers, recorded and marked by the exam board (AQA). The tasks consist of a role play, photocard description and discussion and a general conversation in the target language.
- **NEA Timing:** Spring Term during Year 11, concluding May 15th.
- **NEA Results provided:** with their GCSE results.

Design & Technology 8552

- **NEA Outline:** The Coursework Project is worth 50% of the overall course assessment. Students choose a project title from the three set by the exam board and then using a client, they design and develop a workable solution to the project title. The NEA is in 6 parts: Research, Brief & Specification, Design Work, Development Work including Modelling, Manufacturing a Working prototype then Testing and Evaluation.
- **NEA Timing:** To be completed by third week of April.
- **NEA Results provided:** pending external moderation, are shared to students during lesson time after Easter in Year 11, after completing marking of work.

Drama

- **NEA Outline:** This component is set and marked by the centre and is worth 40% of the overall grade. This year our chosen stimulus was 'Child Deprivation in the UK'.
- **NEA Timing:** Performance: October in Year 11. Logbooks: Year 11 straight after the Easter break.

- **NEA Results provided:** pending external moderation, are shared to students during lesson time, after completing marking of work, after Easter in Year 11.

Food & Nutrition

- **NEA Outline:** The overall NEA is worth 50% of the final grade and is formed of two parts. NEA 1: Food Investigation. Students investigating and demonstrating the Working Characteristics and Functions of ingredients. A bit like a science experiment where they try different ingredients to see the effects on the end product. NEA 2: 3-course meal preparation and creation, concluded with a full writeup
- **NEA Timing:** By Christmas Y11 for NEA 1. By Easter for NEA 2.
- **NEA Results provided:** At the end of each NEA piece, pending external moderation, are shared to students during lesson time, after completing marking of work.

Health and Social care

- **NEA Outline:** The NEA is a set assignment, a type of coursework and is worth 60% of the final grade.
- **NEA Timing:** Spring term of Year 9, Spring term of Year 10. If retakes are needed then Spring of Year 10 and Autumn of year 11
- **NEA Results provided:** pending external moderation, are shared to students during lesson time, after completing marking of work.

Music Technology - iMedia

For final assessment June 2024)

- The NEA has two parts, a two-hour practical assessment and 4 units of coursework. These, combined, are worth 60% of the final grade.
- **NEA Timing:** During Year 10 and 11 the coursework is completed and then, during the Spring Term of Year 11, the practical assessment is arranged.
- **NEA Results provided:** pending external moderation, are shared to students during lesson time, after completing marking of work.

For final assessment June 2025)

- **NEA Outline:** The NEA is called a Synoptic Project, worth 60% of the final grade, and takes 17 hours plus 2 hours preparation time.
- **NEA Timing:.** During the course mock synoptic projects will be completed and then, during the Spring Term, the formal synoptic project will be completed for final assessment.
- **NEA Results provided:** pending external moderation, are shared to students during lesson time, after completing marking of work.

Music GCSE

- **NEA Outline:** The overall NEA is worth 60% of the final grade and is formed of two parts. Performing - 30%: two pieces, one ensemble, one solo, total of 4 mins recording time, and Composing - 30%: two pieces, one to a brief and one free composing, total of 3 mins recording time,
- **NEA Timing:** The solo performing and composing to a brief are both completed by February half term break in Year 11. Then the ensemble and free composing pieces are completed by Easter. The performing sections are completed during Music lesson time and the solo and ensemble performing at designated times out of lessons.
- **NEA Results provided:** internal grades, pending external moderation, are shared to students during lesson time, after completing all of performing and composing work.

Physical Education (GCSE)

- **NEA Outline:** Practical assessments are conducted across a range of sports. Three are then submitted: one individual sport, one team sport and a third a choice of either. The combined practical assessment is worth 30% of final grade.
- **NEA Timing:** Practical assessments take place throughout Year 9 and 10, and completed by Christmas in Year 11. Coursework is started in the end of Autumn/beginning of Spring Term and completed in Year 10 Summer Term/beginning of Autumn Term in Year 11.
- **NEA Results provided:** pending external moderation, are shared to students during lesson time by Easter in Year 11, after completing marking of assessed practical pieces.

Art

- **NEA Outline:** Themed tasks set as work project assignments which results in the production of a portfolio with accompanying 3D pieces as appropriate,
- **NEA Timing:** During Year 11 concluding by Easter.
- **NEA Results provided:** internal grades, pending external moderation, are shared to students during lesson time by May half term in Year 11, after completing marking of work.

Photography

- **NEA Outline:** Themed tasks set as work project assignments which results in the production of a portfolio with accompanying 3D pieces as appropriate,
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- **NEA Timing:** During Year 11 concluding by Easter.
- **NEA Results provided:** internal grades, pending external moderation, are shared to students during lesson time by May half term in Year 11, after completing marking of work.

Ceramics

- **NEA Outline:** Themed tasks set as work project assignments which results in the production of a portfolio with accompanying 3D pieces,
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 - **NEA Timing:** During Year 11 concluding by Easter.
 - **NEA Results provided:** internal grades, pending external moderation, are shared to students during lesson time by May half term in Year 11, after completing marking of work.
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Managing Risk

Potential Risk Factors	Preparations and Remedial Actions
<p>Timetabling:</p> <p>NEA clashes, or too many other assessments occur close together.</p>	<p>SLT : Plan and establish priorities liaise with all relevant staff, set out a suitable schedule.</p>
<p>Supervision and Control Levels:</p> <p>Inadequate level or type of supervision is provided for assessment sessions are in place.</p> <p>Subject Staff are absence during an assessment period</p>	<p>SLT: Become familiar with the JCQ and awarding body requirements, liaise with Exams Officer and Subject Teacher(s) and check that scheduled staff are suitably trained, organised and monitored during assessment sessions.</p> <p>Adequate capacity for staff cover is available.</p>
<p>Consistency across multiple groups</p> <p>Lack of consistency across multiple groups in a course, in teaching, resourcing, or opportunity and/or inadequate standardisation/moderation of assessed work leads to inconsistency of award of grades</p>	<p>SLT: Ensures adequate opportunities exist for relevant subject teachers to standardise their teaching schedules, resources and teaching approaches during a course and then moderates assessed work to ensure consistency of outcome exists across the groups.</p> <p>Subject Teachers: All involved teachers take part in team meetings to discuss how to ensure consistency of course provision and then to moderate outcomes of student work across groups with other colleagues.</p>
<p>Resourcing:</p> <p>Insufficient time, resources or rooming made available to cater for assessment sessions</p>	<p>SLT: Liaise with Subject Teacher(s) and Exams Officer to audit needs for NEA assessments and plan to provide suitable resources as required. This includes: timetabled rooms, IT hardware, IT software, IT systems and scheduling of shared resources</p>
<p>Task Setting:</p> <p>Task documentation is not available in sufficient time to suitably run an assessment period, task details are incomplete or are not suitable for the course/students</p>	<p>Subject Teacher, Exams Officer: Download tasks well in advance of scheduled assessments, check all tasks are appropriate for the course/students, task details are complete, liaise with SLT and/or awarding body for further guidance if needed.</p>
<p>Student's Special Access Arrangements:</p> <p>Students who are entitled to SAAs are not provided with the additional provision required during a course or assessment period.</p>	<p>SLT: ensure Subject Teachers know about the need to provide SAAs for relevant students</p> <p>Subject Teachers: access and respond to documentation about students who are entitled to SAAs and provide the additional provision as required.</p>

<p>Security of Tasks and Assessments:</p> <p>Assessment tasks are shared or accessed inappropriately outside assessment sessions, lost during or after an assessment period</p>	<p>SLT: Ensure all associated staff are familiar with security requirements as set out by the awarding body and JCQ, adequate secure storage is available for task work.</p> <p>Subject Teacher: maintain proactive monitoring and management of students' task work to ensure suitable security measures are in place and used as required during the course, assessment period, marking and moderation phase, and for the length of time after the assessment period as defined by JCQ or the awarding body.</p>
<p>Student Absence:</p> <p>Candidates are absent for all or part of an assessment period</p>	<p>Subject Teacher: Review timing of assessments and introduce flexibility where possible to allow candidates the chance of catching up. Liaise with other colleagues in school about the candidate if this may be useful</p>
<p>Deadlines not met:</p> <p>Students run out of time to complete assessments or do not submit work for assessment on time.</p>	<p>Subject Teacher: Adequate time is scheduled in the course programme to cater for the assessment work, students are coached in time management are informed of and then reminded about forthcoming submission deadlines and the penalties of not submitting work on time. Liaise with other colleagues (eg Exams Officer and Senior Leader) if timescales are tight.</p>
<p>Authentication of submitted work:</p> <p>Signatures are missing on authentication form(s), work submitted may not be that of the candidate themselves, aspects of submitted work have been produced using unacceptable resourcing, sources, use of AI or other cheating approach.</p>	<p>SLT: raise awareness to Subject Teachers about the requirements set out in the JCQ and awarding body documents about checking and authenticating candidates' work.</p> <p>Subject Teachers fully understand and comply with the authentication process and clearly set out these requirements to their students during the course and be particularly vigilant for instances of malpractice when marking work submitted.</p> <p>All authentication forms are signed and submitted, from candidates and teaching staff.</p>
<p>Marking:</p> <p>Teaching staff are unclear about marking standards, misunderstand or misinterpret marking descriptions, or mis-award marks during the marking phase of the course.</p>	<p>SLT: ensure that subject teachers are fully trained, have access to all relevant guidance materials, and complete suitable marking practice, moderation and reviews.</p> <p>Subject Teachers: make good use of training, practice marking sessions, exemplar materials and opportunities to moderate assessed work,</p>

	schedule sufficient time to satisfactorily mark and standardise/moderate work.
Internal Appeals: Students are awarded module or course grades which they do not believe represents their achievement	SLT: Ensures that an Appeals process is in place to facilitate review of marking at the earliest opportunity, that Subject Teachers are familiar with teaching, assessment and moderation responsibilities
Teacher Absence: Subject Teacher is absent long-term duration	See School's Contingency Plan

May 2025 (WB for EJS)

No significant updates since the last version.

Added reference to CPS Malpractice and use of AI Policy