



# KINGSDOWN SCHOOL

NEA/Controlled Assessment Policy

<b>Last reviewed on:</b>	November 2025
<b>Next review due by:</b>	November 2026

## 1. Aims

- To establish a fair and equitable process that allows students to demonstrate their knowledge and skills effectively.
- To ensure all staff adhere to consistent, documented procedures for NEA supervision, marking, and secure storage.
- To implement a robust system for internal standardization and moderation to guarantee marking consistency.
- To ensure all staff are fully aware of and implement the required level of control (High, Medium, or Limited) specific to each stage of the assessment process as defined in the course specification.
- To establish procedures for the effective management of all types of Non-Examination Assessment (NEA), including internal and externally set/marked components.
- To prevent, detect, and address all forms of malpractice (e.g., plagiarism, undue assistance) by students and staff, maintaining the integrity of submissions.
- To maintain an accurate audit trail of all assessment stages, including student authentication and final marks.
- To provide a transparent process for the review of center-assessed marks and ensure the policy is reviewed and updated annually.

## Definitions and context

- Any type of assessment that is not 'externally set' and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA)
- 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'
- Controlled assessment/NEA is a form of internal assessment where the control levels (High, Medium or Limited) are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the awarding body. For most subjects however, work will be marked by the centre and moderated by the awarding body. It is crucial that all staff are aware of the level of control required for the controlled assessment/NEA. This information will be in the course specification.

## High Level of Control

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

Tasks are marked by the exam board.

## **Medium Level of Control**

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

Tasks are either marked internally and moderated or marked externally, moderated by the exam body.

## **Limited Level of Control**

Candidates can work without teacher supervision. Candidates may undertake research and preparatory work which will inform, but should not be included in, the final piece of work presented for assessment. They may have unlimited access to electronic and printed resources, use the internet without restriction and work in groups (if permitted). The teacher must be able to state that the work submitted is the candidate's own work and fully authenticate this.

## **Assignments and Online Platforms**

To protect student privacy, maintain consistency, and ensure accountability, all student assignments and instructional materials must remain within the **school's official domain** and be managed through **approved in-school systems** only.

Teachers **must not assign, collect, or require work** through:

- **Personal accounts** (e.g., personal Google accounts or non-school emails)
- **External websites or platforms** not approved by the school.
- **School-managed platforms such as Google Classroom**, as assignments on these platforms are owned by the student and can be removed, edited, or lost outside of school supervision. Additionally, updates or changes within the Google system may result in the deletion or loss of student work, which compromises record keeping and accountability.

To maintain school ownership and tracking of all student work, teachers must create assignments themselves and share them with students through the approved system. This ensures that the **school retains ownership, oversight, and access** to all coursework, even after students complete or submit their work.

## **2. Roles and Responsibilities**

### **2.1 The SLT will:**

- Ensure, on behalf of the Headteacher, that each department carries out controlled assessment/NEA in accordance with the instructions issued by the

- Joint Council for Qualifications (JCQ); co-ordinate, with subject Leaders, a schedule for controlled assessment/NEA to take place;
- Map overall resource management requirements for the year. As part of this resolve:
  - Clashes/problems over the timing or operation of controlled assessments/NEA;
  - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);
- Ensure all staff, students and parents have access to a calendar of events
- Regularly check central trackers for progress towards expected levels and carry out Quality Assurance to ensure students work is meeting required standards

## 2.2 Heads of Department will ensure:

- A curriculum map and assessment plan is created and followed identifying assessment dates, internal and external verification dates and pupils named for cross moderation within the department across the teachers and classes.
- All staff involved with Controlled Assessment and NEA's read and understand the JCQ guidance for NEA and Controlled assessment:  
[https://www.jcq.org.uk/wp-content/uploads/2024/08/Instructions\\_NEA\\_24-25\\_F1\\_NAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/Instructions_NEA_24-25_F1_NAL.pdf)
- All staff involved with Controlled Assessment and NEA's read the course specification section on carrying out the Controlled Assessment and NEA so that they are aware of what is allowed during the unit or task
- The safe and secure conduct of controlled assessment/NEA in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions as detailed in the course specification;
- Controlled assessments and NEA's are suitably integrated into curriculum maps and planning;
- All marking is standardised and sampling takes place, this is recorded and marking is checked for accuracy;
- All teachers in each department understand their responsibilities with regard to NEA/controlled assessment and are familiar with the contents of the JCQ publication "*Instructions for conducting non-examination assessments 2025-2026*";
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required and are familiar with the relevant teachers' notes, and any other subject specific instruction;
- All confidential materials, together with the work produced by the candidates, are stored securely at all times. (Secure storage is designed as a securely locked cabinet, cupboard or secure electronic area);
- Support Staff are given sufficient notice in which to order and prepare materials needed for assessments;
- The Special Educational Needs Co-ordinator (SENCO) is informed about any assistance required for the administration and management of access arrangements and requested by the subject leader;
- In the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices;
- Where videos or photographs/images of the candidates are to be included as part of the controlled assessment/NEA's consent is obtained from parents/carers/guardians;
- A log is kept which contains:
  - The date and time of each assessment together with its title;

- The name of the supervising teacher;
- A list of candidates who were present during the assessment;
- A list of any absent candidates;
- A log of any incidents which occurred during the assessment is kept for each controlled assessment/NEA.
- Pupils absent at the time of the controlled assessment/NEA's are provided with opportunity to carry out the controlled assessment/NEA task within the guidelines of the awarding body; and time is found for them to catch up as directed by the HOD.
- Ensure that controlled assessment: assessment plans, examiner reports, moderation reports, Internal moderation paperwork, students sample work and other documents are stored in the central controlled assessment folder called Vocational Folder in the staff shared drive, under each subject folder.
- Ensure that all teaching staff regularly assess work and update central trackers kept within the subjects shared drive;
- Where visiting assessment or moderation is used, it is arranged by subject leaders but this information is communicated to the exams officer, School Lead for Data and Outcomes and the Vocational Assessment Co-ordinator.

### 2.3 Heads of Department and Teaching Staff must:

- Comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*;
- You must take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications
- Understand and comply with the awarding body specification for conducting controlled assessments/NEA's, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website;
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times;
- Ensure there is sufficient supervision of every candidate to enable work to be authenticated and the work that an individual student submits for assessment is his/her own;
- Ensure that they use the correct task for the year of submission;
- Advise candidates on sources of information, relevance of materials/concepts, structure of the response, techniques of data collection, techniques of data presentation, skills of analysis and evaluation, health and safety considerations;
- Supervise assessments (**at the specified level of control**) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows;
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment;
- Ensure students are directed to not plagiarise and do reference any sourced material in a bibliography;
- Ensure that students are aware of the criteria used to assess their work. They must understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified student-friendly version, provided that it is not specific to the work of an individual student or group of students.
- Consult the relevant awarding body's specification to obtain the date for the issuing of tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching;

- Where candidates work in groups, the teacher should keep a record of each candidate's contribution. Work must be presented to the exam board as an individual's work;
- Individual feedback must not be given but generic whole class feedback should be used;
- Mark internally assessed components using the mark schemes provided by the awarding body;
- Ensure that work is regularly assessed and central trackers are updated
- Retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre;
- Supply to the exams office details of all unit codes for controlled assessments/NEA's and inform entries/withdrawal for courses.
- Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded;
- Complete Unit Recording Sheets to the highest standard ensuring marks are checked against what was submitted to the exam board to avoid arithmetic errors;
- Ensure students with access arrangements are provided with their requirements;
- Supply to the exam's officer the names of any students who may be eligible for special consideration.
- Parents involved as and when appropriate.

#### **2.4 The Exams Officer will:**

- Enter students for individual units, whether assessed by controlled assessment/NEA, external exam or on-screen test, before the deadline for final entries;
- Enter students' 'cash-in' codes for the terminal exam series;
- Where confidential materials are directly received by the exams officer, to be responsible for receipt, safe storage and safe transmission, whether in USB or hard copy format;
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines;
- On the few occasions where controlled assessment/NEA cannot be conducted in the classroom arrange suitable accommodation where controlled assessment/NEA can be carried out, at the direction of the Assistant Headteacher with responsibility for Data and Outcomes;
- Ensure that candidates understand what they need to do to comply with the regulations by distributing the JCQ document "Information for Candidates – Controlled Assessments and NEA's".

#### **2.5 Special Educational Needs Co-ordinator will:**

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

### 3. Good Practice to be used at all times

- At the start of a formal session of controlled assessment/NEA candidates will be reminded to ensure that their smartphones and any other electronic devices are turned off and disable alarms/notifications;
- Minutes of all meetings and standardisation meetings must be recorded and stored by the subject leader;
- Examples of generic feedback must be kept by subject leaders;
- Exam board marking guidance is used and teachers sign up for exam board updates and take part in exam board online CPD;
- Moderation checklists provided by exam boards must be used;
- Moderation samples must be returned to the exam board in the given time frame;
- Teachers must not provide model answers to live controlled assessment or show students previous students work to the same task;
- Teachers may exemplify to students using examples which are built around a fictional example;
- Writing frames specific to the task (such as outlines, paragraph headings or section headings), must not be used;
- Students must not have sight of examples during live controlled assessment blocks;
- Central assessment trackers to be updated and students to be issued trackers to allow them to self-identify what they have missed or haven't completed fully
- There must be a difference between a teaching block and a live controlled assessment block, to support SEND and DA students this can be narrowed to support these students recalling information given by example in a teaching block;
- Teaching blocks and controlled assessment is interlayered to support student's knowledge;
- Staff are encouraged to go through the JCQ *Notice to Candidates* (for controlled assessments/NEA's) at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.

### 4. Pupil Malpractice

The SLT will:

- Report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice;
- If the irregularity is discovered prior to the candidate signing the declaration of authentication form investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body;
- If the irregularity is identified after the candidate has signed the declaration of authentication, the Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity;
- Supervise all investigations resulting from an allegation of malpractice;
- Ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation;
- Respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved.

## 5. Teacher Malpractice

- The school will carry out an investigation where it is evident that a teacher has helped a child with their controlled assessment/NEA beyond the guidelines contained within each specification;
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

## 6. Internal Appeals

- The school is committed to ensuring that whenever its staff mark candidates' controlled assessment this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.
- Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The school is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- If a candidate believes that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. **NB: an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.**
  - Appeals should be made as early as possible, and no later than two weeks before the last timetabled examination in the series (e.g. the last GCSE written paper in the June GCSE examination series).
  - Appeals must be made in writing by the candidate's parent/carer to the examinations officer.
  - The head of centre will appoint a senior member of staff, i.e. an Assistant Headteacher, to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
  - The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the awarding body's specification and subject-specific associated documents.
  - The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the internal assessment procedures.
  - The outcome of the appeal will be known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.
- After candidates work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Kingsdown School and is not covered by this procedure.

## 7. Monitoring and Evaluation

This policy will be monitored on behalf of the Governing Body by the Governors' Impact Committee on an annual basis.

The policy should be read in conjunction with the Exams Policy and stated JCQ document.

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/>

<https://drive.google.com/file/d/1ceX-4LndjJo0xhsMDZ48EXm-qMCTi9Gk/view>

[https://www.jcq.org.uk/wp-content/uploads/2024/08/Instructions\\_NEA\\_24-25\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/Instructions_NEA_24-25_FINAL.pdf)

Signed

Signed

Emma Leigh-Bennett

Headteacher

Chair of Governors

Date:

Date: