

International School of Creative Arts

Non-examination Assessment Policy

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Document Title	Non-examination Assessment Policy	
Document Reference	ISCA 40	
Version	6.0	31/07/2024
Author	Executive Director	
Location	J:\9. POLICIES AND PROCEDURES\Approved	
Controller	Head of School	
Approved by	Senior Management Team	
Date of Last Review	September 2025	
Date of next Review	September 2026	

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Statement of intent

It is the responsibility of everyone involved in International School of Creative Arts' (ISCA) non-examination assessment process to read, understand and implement this policy.

The school:

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

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

1. Legal framework

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

- [Joint Council for Qualifications \(JCQ\) \(2023\) 'Instructions for conducting non-examination assessments \(reformed GCE & GCSE specifications\)' \(2023/2024\)](#)
- [JCQ \(2023\) 'General Regulations for Approved Centres' \(2023/2024\)](#)

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

- Behaviour Policy
- Exam Post Results Policy
- Assessment Policy
- Examination Policy
- Examinations and Assessments Maladministration and Malpractice Policy
- Equal Opportunities Policy

2. Roles and responsibilities

The **Head of School** is responsible for:

- Appointing an appropriate subject leader for each subject that involves non-examination assessment.
- Ensuring that this policy is fit for purpose.
- Ensuring the school's internal appeals procedures clearly detail that the appeals procedure is to be followed by candidates and parents appealing against internally assessed marks.
- Ensuring the correct conduct of non-examination assessments, which complies with JCQ and awarding body subject-specific instructions, is followed.
- Ensuring the assessment schedule is recorded in the school-wide calendar by the beginning of the academic year.
- Ensuring there are no conflicts of interest, e.g. a teacher teaching their own child.
- Ensuring that external moderators receive the correct samples of work to review, within the timeframe specified by the awarding body.
- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.

The **Director of Studies** is responsible for:

- Confirming with subject leaders and subject teachers that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.
- Ensuring appropriate procedures are in place for internally standardising and moderating the marks awarded by subject teachers in line with the awarding body's criteria.
- Providing a school-devised template, where the awarding body has not provided one, for candidates to record their research, planning, resources, etc.

- Ensuring subject teachers understand their roles and responsibilities within the non-examination assessment process.
- Ensuring JCQ and relevant awarding body subject-specific instructions are followed in relation to the conduct of non-examination assessments.
- Ensuring the examination officer is provided with the relevant entry codes for subjects in time with the internal deadlines for entries.
- Understanding and complying with the general JCQ instructions.
- Where instructions may also be provided by the awarding body, understanding and complying with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Marking internally assessed work to the criteria provided by the awarding body.

The **Examination Officer** is responsible for:

- Carrying out tasks, where these may be applicable, that supports the administration and management of non-examination assessments.
- Ensuring subject leaders are kept up-to-date with JCQ regulations and information.
- Ensuring that candidates are entered for the correct assessments and the entry forms reach the relevant awarding body at the specified time.

Invigilators and supervisors are responsible for:

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

Candidates are responsible for:

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

The **Operations Manager** is responsible for:

- Collaborating with the exam officer to ensure rooms allocated for assessments are set up in accordance with JCQ regulations.

- Ensuring that rooms used for assessments are clean, well-ventilated with all access and fire exits obstacle free.

The **SENCO** is responsible for:

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

The **DPO** is responsible for:

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

3. The basic principles

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

There will be three assessment stages, and rules which apply to each stage:

- Task setting
- Task taking
- Task marking

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

As required by JCQ, the school will implement this policy to outline the management of GCE and GCSE non-examination assessments.

The school will ensure that such a policy is in place for a JCQ school inspector to examine.

The instructions in this policy will apply to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

4. Task setting

Where the awarding body is responsible for task setting, subject-specific tasks will be provided by the awarding body.

When the school is responsible for task setting, it will:

- Select from a number of comparable tasks provided by the awarding body; or
- Design its own task(s), in conjunction with candidates where permitted, using criteria set out in the relevant specifications.

The school will ensure that the assessment criteria, as detailed in the specification, is met, and tasks are accessible to candidates. The school will refer to the awarding body's specification for clarification.

Whether the task is set by the awarding body or the school, candidates will be aware of the criteria used to assess their work.

Issuing of tasks

Subject leaders will consult the relevant awarding body's specification in order to obtain the date for the issuing of the tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in schools.

Subject leaders will take care to distinguish between requirements or tasks for legacy specifications and requirements or tasks for new specifications.

If the wrong task is issued to candidates, the school will make arrangements for candidates to undertake the correct tasks. Awarding bodies will do all that they can to protect candidates' interests, but in some cases, it may not be possible to accept work based on the wrong task. The school will, therefore, take great care to ensure that the correct task is issued to candidates.

5. Task taking

Supervision

Invigilators and the display of JCQ 'Unauthorised items' posters and the JCQ 'Warning to Candidates' will not be required.

Candidates will not need to be directly supervised at all times. The use of resources, including the internet, will not be tightly prescribed. The school will always check the subject-specific requirements issued by the awarding body.

The school will ensure that:

- There is sufficient supervision of every candidate to enable work to be authenticated.
- The work that an individual candidate submits for assessment is their own.

Pupils will be permitted to complete work outside of the school without direct supervision, provided that the school is confident that the work produced is the candidate's own. Unless stated otherwise by the awarding body, candidates will normally:

- Have unlimited access to electronic and printed resources.
- Use the internet without restriction.
- Work in groups, where required.

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

The school will ensure that candidates understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document '[Information for candidates – non-examination assessments](#)'.

The school will ensure that candidates:

- Understand that information from published sources will be referenced.
- Receive guidance on setting out references.
- Are aware that they will not plagiarise other material.

Advice and feedback

As appropriate to the subject and component, the school will advise candidates on aspects such as, but not limited to, those listed below before work begins:

- Sources of information
- Relevance of materials and concepts
- Structure of the response
- Techniques of data collection
- Techniques of data presentation
- Skills of analysis and evaluation
- Health and safety considerations, e.g. when using equipment such as computers
- Potential ethical considerations
- The security of their work

The school will not provide model answers or writing frames for a specific task.

Unless specifically prohibited by the awarding body's specification, teaching staff will:

- Review candidates' work and provide oral and written advice at a general level.
- Having provided advice at a general level, allow candidates to revise and re-draft work.

General advice will not be recorded or taken into account when marking work.

Advice that goes beyond general advice will include, but will not be limited to, the following:

- Providing detailed specific advice on how to improve drafts to meet the assessment criteria.
- Giving detailed feedback on errors or omissions which limits candidates' opportunities to show initiative.
- Intervening personally to improve the presentation or content of work.

If teaching staff give advice that goes beyond general advice, then they will record this assistance and either take it into account when marking the work or submit it to an external examiner.

Annotations will be used to explain how marks were applied in the context of the additional assistance given.

Teaching staff will not provisionally assess work and then allow the candidate to revise it.

Teaching staff will not provide any type of assistance if the awarding body's specification explicitly prohibits it.

Assistance will not be given if there is no means to record it and to take account of it in the marking.

Resources

Certain subjects will require candidates to gather information from published sources when researching and planning their tasks.

Candidates will normally have unrestricted access to resources. The school will refer to the awarding body's specification and/or associated documents for confirmation.

Unless the awarding body's specification states otherwise, for all formally supervised sessions, candidates':

- Access to resources will be tightly prescribed and normally restricted to preparatory notes.
- Access to the internet will not be permitted.
- Personal computers or other electronic devices will not be permitted to be used in formally supervised sessions.

Candidates will not be allowed to introduce new resources between formally supervised sessions. When work for assessment is produced over several sessions, the following material will be collected and stored securely at the end of each session (not accessible to candidates):

- The work that will be assessed
- Preparatory work

Additional precautions will be taken where candidates are permitted to store work on computers. This may include collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the school's IT network.

The work submitted for assessment will include references to any sources used, where appropriate. To facilitate this, each candidate will keep a detailed record of their own research, planning and resources, etc. The record will include all the sources used, including books, websites and audio/visual resources.

Word and time limits

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

Collaboration and group work

Unless the awarding body's specification states otherwise, candidates will be free to collaborate when carrying out research and preparatory work.

Where specifications permit, some assignments will be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. Teaching staff will ensure it is possible to ascertain individuals' contributions to the group work.

Where a group assignment requires written work to be undertaken, each candidate will write up their own account of the assignment. It is acceptable for all members of a group to record the same data, but each will use their own words and their own contributions will be clearly identified. The contribution of individual candidates will be clear from both the work itself and, if applicable, the records.

Each candidate will be marked as an individual for the work they have contributed.

The school will remain responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

Authentication procedures

Teachers will be sufficiently familiar with the candidate's general standard of work to judge whether the piece submitted is within their capabilities.

Where required by the awarding body's specification, candidates will 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:

- The work is solely that of the candidate concerned.
- The work was completed under the required conditions.
- Signed candidate declarations are kept on file. (Signed candidate declarations will be kept on file until the deadline for the enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by the JCQ school inspector.)

If teaching staff are unable to confirm whether work presented is a candidate's own but it has been completed under the required conditions, teaching staff will:

- Not accept the candidate's work for assessment.
- Record a mark of zero for internally assessed work.
- Notify a member of the SMT.

The Head of School will sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates have had, or will have, the opportunity to undertake the prescribed practical activities.

The Head of School will sign a declaration confirming that all reasonable steps have been or will be taken to ensure that all candidates have had, or will have, the opportunity to undertake the Spoken Language endorsement.

Presentation of work

Candidates will be allowed to word process their work.

Candidates will be instructed to put the following information on each page as a header or footer:

- Five-digit school number.
- Candidate number.
- Component code.

Candidates will be permitted to use spelling and grammar check when they are word processing.

Candidates will be encouraged to use black ink and write legibly for submitted written work.

Candidates will submit both handwritten and word-processed work on A4 paper unless the awarding body's specification states otherwise.

Candidates will include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

The inclusion of items of sentimental value, such as photographs or certificates, will not be permitted in the presentation of work.

Consent will be obtained at the beginning of the course from parents if videos, photographs or images of candidates will be included as evidence of participation or contribution.

Bulky covers and folders will be removed before work is sent for moderation or external marking.

Candidates' work will be securely fastened, and the awarding body's cover sheet will be fully completed and attached to the work.

Keeping materials secure

Where candidates are producing work over a period of time under formal supervision, their work will be stored securely.

Where work is stored in a hard-copy format, secure storage is defined as a securely locked cabinet or cupboard.

Where candidates are producing artefacts, such as a piece of art, secure storage will be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

When work is stored in a digital format, the school will be responsible for keeping the work that candidates have submitted secure.

Where work is stored electronically, the school will restrict access to this material and will utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective contingency strategy will be in place so that an up-to-date archive of candidates' evidence is maintained.

Teachers will be allowed to take work home to mark, provided that they take sensible precautions regarding the work's security.

Internally assessed work that is not required for moderation purposes and work returned to the school after moderation will be returned to secure storage until all possible post-results services, such as appeals, have been exhausted. If post-results services have not been requested, internally assessed work will be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, internally assessed work will be returned once the enquiry about results and any subsequent appeal has been completed.

Candidates will be reminded to keep their work secure at all times and not to share completed work or partially completed work on social media or by any other means.

The school will take precautions to ensure that the package in which candidates' work is dispatched is robust and securely fastened.

The school will consider encrypting any sensitive digital media to ensure the security of the data stored within it, in line with the relevant awarding bodies' guidance to ensure that the method of encryption is suitable.

Using work for other purposes

Candidates will be reminded that they must not publicise their work before its submission for formal assessment, e.g. posting it on social media.

During the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of candidates' work will be able to be used for other purposes, e.g. in a competition, provided that the originals are stored securely by the school.

Any material which is not required for moderation purposes, or any subsequent review, will be returned to the candidate.

Where original work is used for moderation, a teacher will be present if, during this period:

- Assessed work is exhibited.
- A candidate takes assessed work to an interview.
- The work is removed from secure storage for any other reason.

6. Task marking – externally assessed components

Conduct of externally assessed work

The format of external assessment will vary according to the specification and component, e.g. some components may have a visiting examiner, whereas sometime candidates' work will be required to be dispatched to an examiner. Details of the subject-specific arrangements will be found in the awarding body's specification.

Externally assessed work will be conducted within a window specified by the awarding body.

The school will be aware that, if, during the external moderation process, it is found that candidates' work has not been properly authenticated, the awarding body will set the mark awarded by the school to zero.

Submission of work

The school will pay close attention to the completion of the attendance register, clearly indicating those candidates who are either present or absent at sessions. The school recognises that failure to do so will impact upon an awarding body's ability to deliver an accurate set of results.

A copy of the attendance register will be kept until the deadline for enquiries about results has passed.

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

Feedback

The school will review feedback from the awarding body concerning its conduction of assessments. The feedback will be constructive, objective, supported by fact and judgement

and sufficiently detailed to explain any differences between the school's assessments and the agreed standard for the component.

7. Task marking – internally assessed components

Marking and annotation

Teachers will mark work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotations will be used to provide evidence to indicate how and why marks have been awarded. This will facilitate the standardisation of marking within the school and enable the moderator to check that marking is in line with the assessment criteria.

Annotating the work

When marking, the marker will follow guidance in the relevant specification and associated subject-specific documents.

The marker will:

- Provide evidence to support awarded marks.
- Identify the assessment criteria that the candidate has met.
- Be clear and unambiguous.
- Use key phrases from the marking criteria, e.g. "uses a variety of techniques".
- Insert annotations at the appropriate point in the work – in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded.

Awarding marks

With regards to work done in groups, marks that reflect the contributions of individual candidates will be awarded.

The marker will account for whether a candidate has received feedback and guidance that goes beyond the general guidance allowed, which is stated by the awarding body's specification.

Completing documentation

The marker will record the feedback and guidance that is given to candidates.

The marker will enter marks in the way specified by the relevant awarding body.

Candidates who submit insufficient or no work

When a candidate submits no work whatsoever, the candidate will not be awarded a mark of zero; instead, the candidate will be reported to the awarding body as absent.

When the candidate submits insufficient work, the candidate's work will be marked against the assessment criteria. The appropriate mark will be awarded. If none of the work is worthy of credit, the candidate will be awarded a mark of zero.

Revealing marks to candidates

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

Candidates who request a review of the school's mark

Any review will be undertaken before marks are submitted to the awarding body.

Sufficient time will be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision.

The school will allocate sufficient time for the review to be completed, making changes to marks where necessary and informing the candidate of any changes, all before the awarding body's deadline.

The review will be carried out by an appropriate assessor who has no previous involvement in the assessment of the candidate's work and has no personal interest in the review.

The school will ensure that all candidates are aware that school-assessed marks are subject to change through the moderation process.

Refer to the Exams Post Results Policy for more details.

Internal standardisation

The marker will indicate on candidates' work, or on the cover sheet of the work, the date of marking.

All markers involved in the school-assessed marking will work to common standards.

When internally standardising, the school will adhere to the following process:

- In the first year of a new specification, teaching staff will participate in awarding body training
- In subsequent years, the school will obtain exemplar material provided by the awarding body and use the school's own archive material
- When holding a trial marking session, all teachers involved in assessment will be included
- The school will compare standards through cross-marking a small sample of work
- The relevant staff will agree upon a common understanding of the assessment criteria
- The relevant staff will repeat the trial marking and cross-marking exercise
- The school will ensure that any discrepancies in marking are resolved
- The relevant staff will hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation
- If there are inconsistencies, the relevant staff will ensure that the teacher(s) concerned make(s) adjustments to their marks
- New marks will be checked by the teacher responsible for internal standardisation.
- The school will retain evidence that internal standardisation has been carried out

- The school will keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of work and marks for moderation

The school will set internal deadlines which will allow accommodation for any candidate requests for reviews of marking and to meet the deadline for submission of marks of candidates' work, as published by the awarding body.

The work submitted will be carefully checked for addition and transcription errors before submission.

The school will submit the supporting documentation required by the awarding body, these include:

- Authentication of candidates' work.
- Confirmation that internal standardisation has been undertaken.
- Any subject-specific information.

In exceptional cases, an extension to the deadline for submission of marks may be requested.

Carrying marks forward

Where a candidate retakes a qualification, which includes a non-examination assessment component, they will be able to carry forward the mark given for this component.

Where the qualification consists entirely of non-examination assessment, the candidate will retake at least one component.

Where the candidate has more than two previous non-examination assessment marks, the most recent mark will be used, even if it is a lower mark.

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

Reusing previous work when retaking a qualification

A previous non-examination work will be enhanced and resubmitted, where required, when a candidate retakes a qualification, unless specifically prohibited by the awarding body, or the awarding body sets the task and it changes each year.

Where there is more than one task required to retake a qualification, all tasks will be submitted for assessment and/or moderation, even if the candidate has not carried out any further work on them.

Where work is moderated live, the candidate will repeat all tasks; however, this will not apply if a task is assessed and/or moderated from a recording, except for the speaking component of GCSE MFL tasks, which must be repeated.

Storage and retention of work after submission and marks

The school will keep a record of names and candidate numbers for candidates whose work was included in the sample sent to the moderator.

The school will retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Where work is stored electronically, the school will implement measures to protect work from corruption and have back-up procedures in place.

If retention of the work is a problem due to the nature of the work, the school will keep evidence, such as photos. For instance, in relation to food technology assessments, photos will be taken during the non-examination assessment, due to the perishable nature of the work.

Awarding bodies will retain the work of some candidates for archive and standardisation purposes.

8. Quality Assurance

The school will remain committed to quality assurance and believes it is an integral part of the school's processes.

At the school, an internal verification process is in place to ensure that consistent testing and assessment standards are maintained.

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

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

All cases of borderline achievement will be internally verified. All internal verification is recorded on candidates' work and on central recording systems.

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

Where a new marker is assessing, all work will be double-marked until the Head of School is satisfied with the standard.

External moderation

The school will collaborate with the awarding bodies' moderation procedures to ensure that the standard of marking is consistent across all schools. It will do so by liaising on the following areas:

- Sample selection: by ensuring that moderators receive the correct samples of work specified from across the range of attainment at the school to review.
- Sample submission: by either:
 - Submitting a sample of work to the moderator or directly to the awarding body, according to instructions.
 - Facilitating moderator visits the school to mark the sample of work.

- Sample assessment: by reconsidering, the adjusting and applying of marks.

The school is aware that the awarding body will provide moderation feedback on the following areas:

- Centre set tasks - were they appropriate?
- Centre assessments - were they accurate against the criteria and in relation to the agreed standard for the component?
- Centre administration - was this satisfactory?

Information from the awarding body will be circulated to all members of staff involved in the assessing of candidates' work. This will be used by the relevant departments to further improve and develop staff capacity and pupil outcomes.

Our Equality Opportunities and Objectives Policy will be followed at all times and regularly monitored.

9. Appeals

An appeal will only be permitted to be made against the process that produced the mark to be submitted to the relevant awarding body; no appeal against the actual mark is accepted, e.g. an appeal can be requested should a candidate or parent feel the correct marking, moderating and standardising procedure has not been followed.

Appeals will be made as soon as possible once marks have been released.

Appeals will only be allowed if they are requested at least four weeks before the end of the last externally assessed paper in that examination series.

Appeals will be made to the Head of School who will investigate the appeal.

If an appeal results in a change in the initially awarded mark, then the relevant awarding body will be informed.

The appellant will be informed in writing of the outcome of their appeal.

10. Access arrangements

Awarding bodies' specifications are developed to be compliant with equality legislation. Access arrangements will therefore be granted provided that these do not undermine the integrity of the qualification.

If a candidate has an access arrangement as part of their normal way of working within the school, if possible, a similar arrangement will be organised.

The school will apply for access arrangements in advance of timetabled non-examination assessments.

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

11. Special consideration

Candidates who are unexpectedly absent for one or more formally supervised sessions will not be eligible for special consideration – the candidate will be given an opportunity to make up the missed time.

Candidates who are absent for an acceptable reason on the day of an external examiner visiting may be given special consideration – advice will be sought from the awarding body at the time of the candidate's absence to arrange possible alternative assessment arrangements.

Candidates who were absent for some formally supervised sessions because they joined the course at a late stage will not be eligible for special consideration – the candidate will be given an opportunity to make up the missed time.

When there is not another upcoming opportunity for assessment and the candidate was absent for acceptable reasons when their peers undertook the assessment, the candidate will be eligible to apply for special consideration.

In order for a candidate who has been absent to be eligible for special consideration, the following criteria will need to be met:

- The candidate has covered the entire course and has been fully prepared for the relevant assessment
- The candidate was unable to complete the relevant assessment during the certification series at the same time as their peers for acceptable reasons
- The school has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension
- The school can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension
- The candidate meets the published criteria for enhanced grading
- The school supports the application for special consideration

Awarding bodies will accept a reduced quantity of work, providing the following criteria is met:

- The specification requires completion of more than one piece of work
- All pieces of work are assessed against the same criteria
- The candidate has completed at least one piece of work and each required assessment objective has been covered at least once

Loss of work

If the candidate is responsible for the loss of their work through negligence, no special consideration will be given.

If the school is responsible for the loss of work through negligence, then the candidate will be eligible for special consideration, providing the school can verify that the work was completed or partially completed and had been monitored whilst it was in progress.

12. Malpractice

Malpractice and maladministration involve a failure to follow the rules of an examination or assessment. The school will take a proactive approach to prevent and avoid incidents of malpractice and ensure that all teachers will familiarise themselves with the JCQ document [‘Notice to Centres – Sharing NEA material and candidates’ work’](#) and related JCQ guidance and procedures.

Staff will also be expected to read and comply with the requirements outlined in the school’s ‘Examination and Assessments Maladministration and Malpractice Policy.’

Candidates will not:

- Submit work which is not their own.
- Make their work available to other candidates through any medium.
- Allow other candidates to have access to their own independently sourced material.
- Assist other candidates in producing work.
- Use books, the internet, AI technology or other sources without attribution and acknowledgement.
- Submit work that has been word-processed by a third party without acknowledgement.
- Include inappropriate, offensive or obscene material.
- Publish their work on social media.

If a candidate malpractice is discovered after a candidate has signed the authentication statement, the awarding body will consider imposing one of the following penalties:

- Award the work a mark of zero
- Disqualify the candidate from that component of the examination series
- Disqualify the candidate from the entire subject for that examination series
- Disqualify and ban the candidate from re-entering for a period of time

The Head of School will ensure that those members of staff involved in the direct supervision of candidates producing non-examination assessment material are aware of the potential risk of malpractice.

Teaching staff will be aware that failure to report malpractice constitutes malpractice itself.

Teachers will:

- Be vigilant.
- Escalate and report any alleged, suspected or actual incidents of malpractice.

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

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

Artificial intelligence (AI) misuse

Pupils found to be misusing artificial intelligence (AI) will have committed malpractice and may be subjected to substantial sanctions, e.g. disqualification.

Staff and pupils will be made aware of the risks of using AI and will be clear on what constitutes malpractice.

Pupils will be required to ensure that work submitted for assessment is demonstrably their own.

Teachers and assessors will only accept work for assessment which they consider to be pupils' own. Where teachers have doubts about authenticity and misuse of AI, they will investigate and take appropriate action.

AI misuse will include but will not be limited to the following:

- Copying or paraphrasing sections of AI-generated content to the extent that it is no longer the pupil's work.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment to the extent that work, calculation, analysis or evaluation is no longer the pupil's own.
- Failing to reference AI tools as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Relevant individuals will discuss the use of AI and agree their approach to managing pupils' use of AI and ensure that pupils are aware of the consequences of malpractice.

The school's policy on malpractice and plagiarism will provide clear guidance on how pupils should reference appropriately, acknowledge AI misuse and when AI may be used.

Every pupil will be issued with a copy of the appropriate JCQ information for candidates and the school will ensure that this information is understood by pupils.

The school will consider whether it is necessary for pupils to sign a declaration that they have understood what AI misuse is and ensure that pupils are aware of what the consequences of a false declaration will be.

Pupils will be reminded that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice.

Pupils will be informed of the importance of referencing AI use and how it should be done correctly and appropriately.

To prevent AI misuse, the school will:

- Consider restricting access to online AI tools on school devices and networks.
- Ensure that access to online AI tools is restricted on devices used for exams.
- Set reasonable deadlines for work submissions.
- Allocate time for sufficient portions of work to be done in class under supervision.
- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that submissions represent a natural continuation of earlier stages of work.

- Introduce classroom activities that use the level of knowledge and understanding achieved during the course so that the teacher can be confident that pupils understand the material.
- Consider whether it's appropriate and helpful to engage pupils in discussions about their work to ascertain that they understand it and that it reflects their own work.
- Not accept, without investigation, work which staff suspect has been taken from AI tools.
- Issue tasks which are topical, current and specific and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Assessors will look for indications of potential AI misuse including:

- Default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which may not be appropriate to the qualification level.
- A lack of direct quotations and references where these are required.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date.
- Instances of incorrect and inconsistent use of first-person and third-person perspective.
- A difference in language style.
- A lack of graphs and visual aids where these would normally be expected.
- A lack of specific local or topical knowledge.
- Content being more generic in nature rather than relating to the pupil themselves if this is required or expected.
- Inadvertent inclusion of warnings produced by AI to highlight the limits of its ability.
- The submission of pupil work in a typed format where it would usually be handwritten.
- Indications that AI has been asked to produce an essay several times to add depth, variety or to overcome its output limit.
- The inclusion of confidently incorrect statements within otherwise cohesive content.
- Overly verbose or hyperbolic language not keeping in line with usual writing styles.

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

13. Monitoring and review

This policy will be reviewed annually by the Head of School and examinations officer.

Throughout the year, this policy will be monitored, with any information gathered through the implementation of the policy being used to further develop and progress this policy.