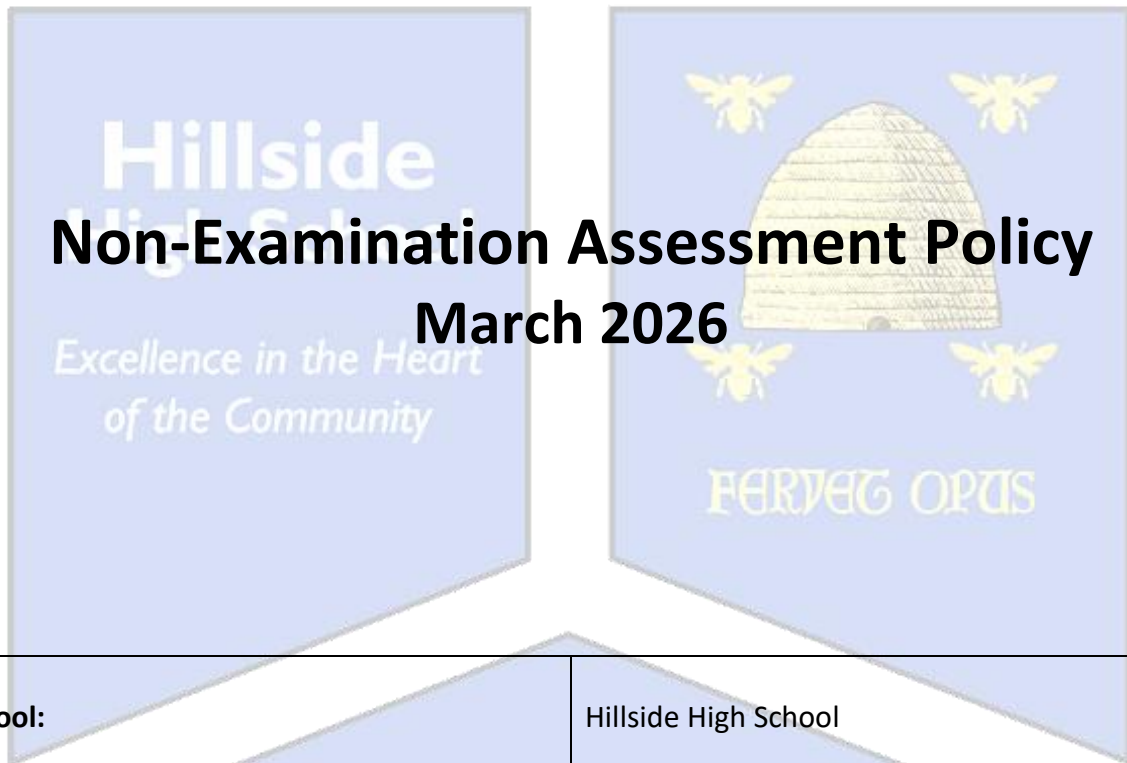



Hillside High School



Non-Examination Assessment Policy March 2026

*Excellence in the Heart
of the Community*

FERTVS OPTVS

School:	Hillside High School
School Link:	Alanna Jones
Date of Governing Body Review:	March 2026
Next Review Due:	March 2027
Signed:	
Chair:	Mike Cunliffe
Principal:	Amanda Ryan

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1. Aims

This policy aims to:

- Cover procedures for planning and managing non-examination assessments.
- Define staff roles and responsibilities with respect to non-examination assessments.
- Manage risks associated with non-examination assessments.

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

2. Guidance

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

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

- [Post-Results Services - JCQ Joint Council for Qualifications](#)
- [General Regulations - JCQ Joint Council for Qualifications](#)
- [Notice to Centres - Sharing NEA material and candidates' work - JCQ Joint Council for Qualifications](#)
- [AI Use in Assessments: Protecting the Integrity of Qualifications - JCQ Joint Council for Qualifications](#)

3. Definition

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

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

1. Task setting.
2. Task taking.

3. Task marking.

The rules often vary across subjects.

4. Roles and Responsibilities

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

4.1. Head of Centre

In our school, the Head of Centre is Amanda Ryan, Principal.

The Head of Centre 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.
- The JCQ's guidance on AI use in assessments is followed, and that candidates do not submit inauthentic work.
- The Centre's malpractice/plagiarism policy includes clear guidance on how to reference appropriately and how candidates should acknowledge use of AI to avoid misuse.
- Teachers and assessors are familiar with AI tools, their risks and AI detection tools.
- 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/guardians) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible.
- Candidates' and their parents/guardians' attention is drawn to the Centre's complaints procedure, for general complaints about the Centre's delivery or administration of a qualification.

4.2. Senior Leaders

Senior Leaders are responsible for:

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

4.3. Subject Leaders

Subject Leaders are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment.
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body.
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment.

- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant.
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times.
- Undertaking appropriate departmental standardisation of non-examination assessments.

4.4. Teachers

Teachers are responsible for:

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

4.5. Examinations Manager

The Examinations Manager is a distinct role performed by a different individual to the Head of Centre. The Examinations Manager is responsible for:

- Supporting the administration/management of non-examination assessment where these may be applicable.
- Signposts the annually updated JCQ NEA documents to relevant centre staff.

4.6. Special Educational Needs Co-Ordinator (SENCO)

The SENCO is responsible for:

- 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, Subject leaders will:

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

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

6. Task Taking

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

6.1. Supervision

- Invigilators are not required.
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'.
- 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.
- 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.
- The teacher will also:
 - Ensure that candidates understand the need to reference work.
 - Give guidance on how to do this, and;
 - Ensure that candidates are aware that they must not plagiarise other material.

6.2. Advice and Feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).
- Unless specifically prohibited by the awarding body's specification, teachers may:
 - Review candidates' work and provide oral and written advice at a general level.
 - Having provided advice at a general level, allow candidates to revise and redraft work.
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner.
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given.
- Teachers will not provisionally assess work and then allow candidates to revise it.
- Explicitly prohibited assistance will not be given.
- Failure to follow this procedure constitutes malpractice.

6.3. Resources

- Teachers will be aware of 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.
- Teachers will refer to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (<http://www.icq.org.uk/exams-office/malpractice>) as well as the awarding

body's specification and/or associated documentation published by the awarding bodies and the regulator.

- By referencing this document and the centre's malpractice policy, makes candidates aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
- Candidates will not introduce new resources between formally supervised sessions.
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates.

6.4. Group Work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.
- Where it is permitted, some assignments may be undertaken as part of a group.
- Where an assignment requires written work to be produced, each candidate will write up their own account of the assignment. Individual contributions will be clearly identified.
- Group assessment is not permitted.

7. Authentication

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

Teachers will familiarise themselves with the potential indicators of AI use set out in the JCQ guidance on AI use in assessments *see Appendix 1*.

Where required by the awarding body's specifications:

- 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 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.

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

8. Task Marking

8.1. Internally assessed work

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

We will inform candidates of internally assessed marks as candidates are allowed to request a review of the Centre's marking before marks are submitted to the awarding body.

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

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

8.2. Externally assessed work

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

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent. 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.

9. Malpractice

The Head of Centre and senior leaders will make sure 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 senior leaders 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.

10. Enquiries about results

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

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

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.

11. Links with Other Policies

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

This policy will be reviewed annually by the Local Governing Body.

Appendix 1

Preventing AI misuse in assessments

While there may be benefits to using AI in some situations, there is the potential for it to be misused by pupils, either accidentally or intentionally. AI misuse, in that it involves a pupil submitting work for qualification assessments which is not their own, can be considered a form of plagiarism. JCQ has published guidance on plagiarism which provides guidance on what plagiarism is, how to prevent it, and how to detect it (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-inassessments---guidance-for-teachersassessors/>). Teachers and assessors must be assured that the work they accept for assessment and mark is authentically the pupil's own work. They are required to confirm this during the assessment process. To prevent misuse, education and awareness of staff and pupils is likely to be key. Here are some actions which should be taken:

- a) Consider restricting access to online AI tools on centre devices and networks.
- b) Ensure that access to online AI tools is restricted on centre devices used for exams.
- c) Set reasonable deadlines for submission of work and providing reminders.
- d) Where appropriate, allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each pupil's whole work with confidence.
- e) Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages.
- f) Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the pupil understands the material.
- g) Consider whether it's appropriate and helpful to engage pupils in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work.
- h) Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- i) Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Identifying misuse

Identifying the misuse of AI by pupils requires the same skills and observation techniques that teachers are probably already using to assure themselves pupil work is authentically their own. There are also some tools that can be used. We explore these different methods below.

Comparison with previous work

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the pupil. Where the work is made up of writing, one can make note of the following characteristics:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.
- Complexity and coherency.
- General understanding and working level.

- The mode of production (i.e. whether handwritten or word-processed).

Teachers could consider comparing newly submitted work with work completed by the pupil in the classroom, or under supervised conditions.

Potential indicators of AI misuse

If the following are seen in pupil work, it may be an indication that the pupil has misused AI:

- a) A default use of American spelling, currency, terms and other localisations*.
- b) A default use of language or vocabulary which might not accord with the qualification level*.
- c) A lack of direct quotations and/or use of references where these are required/ expected~.
- d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors).
- e) A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects.
- f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered.
- g) A difference in the language style used when compared to that used by a pupil in the classroom or in other previously submitted work 10.
- h) A variation in the style of language evidenced in a piece of work, if a pupil has taken significant portions of text from AI and then amended this.
- i) A lack of graphs/data tables/visual aids where these would normally be expected.
- j) A lack of specific local or topical knowledge.
- k) Content being more generic in nature rather than relating to the pupil themselves, or a specialised task or scenario, if this is required or expected.
- l) The inadvertent inclusion by pupils of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output.
- m) The submission of pupil work in a typed format, where their normal output is handwritten.
- n) The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth and variety or to overcome its output limit.
- o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content.
- p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

*Please be aware, though, that AI tools can be instructed to employ different languages, registers and levels of proficiency when generating content.

~However, some AI tools will produce quotations and references.

Automated detection

AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who tend to use a variety of words in their normal writing. Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI, for example:

- Turnitin AI writing detection (<https://www.turnitin.com/solutions/topics/aiwriting/ai-detector/>)
- Copyleaks (<https://copyleaks.com/ai-content-detector>)

- GPTZero (<https://gptzero.me/>)
- Sapling (<https://sapling.ai/ai-content-detector>)

These can be used as a check on pupil work and/or to verify concerns about the authenticity of pupil work. However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI generated content which has been subsequently amended by pupils. The quality of these detection tools can vary and AI and detection tools will continue to evolve. Spending time getting to know how the detection tools work will help teachers and assessors understand what they are and aren't capable of.

AI detection tools, including those listed above, employ a range of detection models which can vary in accuracy depending on the AI tool and version used, the proportion of AI to human content, prompt types and other factors (such as an individual's English language competency). In instances where misuse of AI is suspected it can be helpful to use more than one detection tool to provide an additional source of evidence about the authenticity of pupil work.

The use of detection tools, where used, should form part of a holistic approach to considering the authenticity of pupils' work; all available information should be considered when reviewing any malpractice concerns. Teachers will know their pupils best and so are best placed to assess the authenticity of work submitted to them for assessment – AI detection tools can be a useful part of the evidence they can consider.