SARAH BONNELL SCHOOL

Non Examination Assessment (NEA) Policy 2026-27

(including complaints & appeals)

Centre name: Sarah Bonnell School

Centre number: 13232

Coordinator	Rebecca Griffiths, Deputy Headteacher (Curriculum, Teaching, Learning, Assessment & Exams)
Review Frequency	Yearly
Created	October 2026
Committee to approve policy	Head of School (Jess Carter, Headteacher) / Executive Head (Andy Hemmings)
The policy is communicated by the following means	
Staff	Policy folder on the staff google drive and staff portal
Parents	October 2026 School Website
Students	Google Classroom, Assemblies, Exams Officer Communication & Form Time

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1. Purpose, scope and regulatory framework

1.1 Sarah Bonnell School will plan, conduct, authenticate, mark, internally standardise, securely retain and submit all non-examination assessments (NEA), controlled assessments, coursework, portfolios and applicable vocational and technical qualification (VTQ) assessments in accordance with JCQ and awarding body requirements.

1.2 NEA includes assessments not taken as a conventional simultaneous written examination. Depending on the specification, work may be centre-set or awarding-body-set, internally or externally assessed, practical, oral, performance-based or portfolio-based. The requirements for task setting, task taking and task marking differ by subject and qualification.

1.3 This policy applies to candidates, parents/carers, teaching staff, Curriculum Leaders, the Exams Office, the SENCo, IT staff and senior leaders. It covers endorsements where applicable, including the GCSE English Language Spoken Language endorsement.

1.4 The school will maintain an annually reviewed NEA policy and accessible written procedures for internal reviews of marking, appeals and examination-related complaints. It will communicate relevant arrangements to staff through the staff Google Drive and briefings, to students through subject teachers, the Exams Office, form time and student communications, and to parents/carers through the school website and correspondence.

1.5 Relevant documents include JCQ General Regulations for Approved Centres; Instructions for conducting non-examination assessments (GCE/GCSE and VTQ, as applicable); Instructions for conducting coursework; Access Arrangements and Reasonable Adjustments; Suspected Malpractice: Policies and Procedures; Post-Results Services; the JCQ Appeals booklet; JCQ candidate information and AI guidance; and awarding body specifications and subject instructions.

2. Roles and accountability

2.1 Head of Centre – Jess Carter

- Retains overall accountability for compliance, assessment integrity, security and annual policy review; ensures staff have access to current instructions.
- Ensures the centre's annual declarations and required assurances are completed, and any reportable suspected malpractice or breach of confidential materials is referred to the awarding body.
- Ensures fair internal review and complaints procedures, effective conflicts-of-interest management, and access to suitable staff, facilities and contingencies.
- Receives outcomes of internal marking reviews and ensures appropriate records are available to JCQ inspectors and awarding bodies.

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2.2 Deputy Headteacher – Lead of Examinations (Rebecca Griffiths)

- Provides strategic oversight of NEA, the centre-wide assessment calendar and escalation of risks.
- Works with Curriculum Leaders, the Exams Officer, Data and Exams Manager and SENCo to resolve staffing, access, deadlines and integrity concerns.
- Ensures staff are briefed on current JCQ expectations, including AI misuse and the school's malpractice policy.
- Coordinates responses to significant issues and advises the Head of Centre on complaints, reviews and appeals.

2.3 Curriculum Leaders / subject leads

- Maintain a subject-specific NEA plan covering tasks, assessment windows, supervision, resources, deadlines, standardisation, authentication and submission.
- Ensure every subject teacher understands the specification and has access to current awarding body guidance, mark schemes, training and relevant candidate information.
- Set realistic internal deadlines allowing for absence, marking, standardisation, candidate review of marks and awarding body submission.
- Monitor task progress, quality assure marking and evidence of standardisation, and check marks and moderation samples before submission.
- Immediately escalate missed deadlines, lost work, authentication concerns, possible malpractice and conflicts of interest.

2.4 Subject teachers and assessors

- Follow all task setting, supervision, feedback, resource, word/time-limit and authentication conditions; provide required candidate briefings.
- Apply awarding body marking criteria accurately and annotate work as required; participate in internal standardisation.
- Keep assessment materials and candidate work secure in physical and electronic form, including between sessions.
- Inform candidates of provisional centre-assessed marks and review arrangements in time for an internal review before submission.
- Report possible malpractice, loss of work, access arrangement failures and any uncertainty about authentication without delay.

2.5 Exams Officer – Kulsoom Hussan; Data and Exams Manager – Tasneem Hasan

- Disseminate or signpost current JCQ and awarding body requirements, entries, component codes, external deadlines and required forms.
- Coordinate the submission or confirmation of marks, samples, declarations, registers and documentation, in liaison with Curriculum Leaders.

- Keep accurate records of dispatch, uploads, acknowledgements, reviews, appeals and complaints; retain proof of dispatch where applicable.
- Support awarding body correspondence, external visiting assessments, special consideration, loss-of-work reports and post-results services.

Notify awarding bodies of consortium or joint teaching arrangements where relevant.

2.6 SENCo – Jim Robinson; IT support; candidates

- The SENCo oversees eligibility, approval, implementation and staff briefing for access arrangements, including trained facilitators and candidates' normal way of working.
- IT staff provide restricted permissions, secure electronic storage, backups and recovery arrangements to protect live assessment work.
- Candidates must attend required sessions, meet deadlines, produce and authenticate their own work, acknowledge all sources and assistance (including AI where permitted), and avoid sharing live work.

3. Planning, deadlines and risk management

3.1 Curriculum Leaders will confirm assessment components and awarding body requirements at the beginning of the course. The Deputy Headteacher and Exams Office will maintain a centre-wide calendar of assessment windows, internal deadlines, moderation, external visiting assessments and submission dates.

3.2 Departments must schedule adequate time for candidate briefings, access arrangements, staff training, task completion, internal standardisation, communication of marks and any candidate review of marking before the awarding body deadline.

3.3 Key risks include incorrect or late task release, staff absence, candidate absence, unsuitable facilities, IT failure, loss/corruption of work, insufficient supervision, insecure storage, plagiarism or AI misuse, inability to authenticate, missing access arrangements, marking inconsistency and missed external deadlines.

3.4 The Curriculum Leader records and mitigates departmental risks, informs the SLT Link and Exams Office promptly and escalates any risk affecting assessment integrity, candidate fairness or awarding body deadlines to the Head of Centre. The school's examination contingency arrangements apply where necessary.

3.5 For controlled assessment sessions, attendance is expected. Families should notify Student Services of illness or absence before 8.30am on the day. The Curriculum Leader, in consultation with the Exams Office, will consider whether an alternative session is permissible within the assessment window and specification conditions. Evidence may be requested where required; a replacement opportunity cannot be guaranteed.

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4. Task setting and issuing assessment materials

4.1 Subject teachers will select awarding-body tasks or design centre-set tasks only where the specification permits, checking the correct series, task version, assessment criteria and any safeguarding or ethical implications.

4.2 Tasks must be accessed in good time for planning and issued to candidates at the permitted time. Live and pre-release materials must be kept confidential and accessible only to authorised staff.

4.3 Before candidates begin, teachers must explain the assessment objectives, criteria, permitted resources, conditions, deadlines, authentication and source referencing requirements, including relevant JCQ Information for Candidates documents and the candidate declaration.

4.4 Teachers must not share live candidate NEA work with other candidates. Any concerns about confidentiality, recording, safeguarding or task suitability must be raised with the Curriculum Leader and, where necessary, the awarding body.

5. Task taking: supervision, guidance and resources

5.1 Supervision and candidate independence

- Apply the supervision level and conditions specified for each component; monitor work sufficiently to authenticate the candidate's contribution.
- Where work may be completed outside direct supervision, use appropriate checkpoints, records, drafts and discussion to establish authenticity.
- For group work, keep evidence of individual contributions and assess each candidate's own work; written accounts must be individual unless the specification states otherwise.
- Ensure formal sessions meet requirements for permitted resources, access between sessions, secure storage and restrictions on new notes or improved materials.

5.2 Advice and feedback

- Give appropriate general advice and feedback only to the extent permitted by the specification.
- Do not provide task-specific model answers or writing frames where these would constitute prohibited assistance.
- Record assistance beyond general guidance and apply the awarding body rules on its treatment in marking or reporting.
- Do not permit candidates to revise work after it has been finally assessed, except where the qualification rules explicitly allow it.

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5.3 Resources, limits and collaborative activity

- Check permitted access to books, websites, equipment, AI tools, research material and preparatory notes; make restrictions clear before work begins.
- Explain word and time limits and any penalties or conditions set by the awarding body.
- Require a traceable record of research, planning and sources, including websites, audiovisual material and AI-generated content where permitted.
- Remind candidates that work must not be copied, shared with others or posted online or on social media.

6. Authentication, plagiarism and artificial intelligence

6.1 Candidates must submit their own work, acknowledge all sources and assistance, and sign the prescribed declaration when final work is handed in, where required. Teachers must only sign authentication statements where they are satisfied that the work is the candidate's own and was produced under the required conditions.

6.2 Teachers should use familiarity with the candidate's work, supervised production, drafts, research logs, questioning and other appropriate evidence to support authentication. Where there is doubt, work must not be authenticated without further investigation.

6.3 AI-generated text, images, code or other content must not be presented as a candidate's unaided work. Where the specification permits use of AI, candidates must follow the awarding body's requirements for acknowledgement, referencing and declaration. Where AI use is prohibited, it must not be used in producing assessable work.

6.4 Staff must explain the risks of AI misuse, plagiarism, collusion, inappropriate assistance and sharing work, using current JCQ candidate materials. Teachers must not use AI as the sole or primary means of marking: they must review work themselves and remain accountable for the mark awarded.

6.5 Suspected malpractice or inability to authenticate must be referred promptly to the Curriculum Leader, Exams Officer and Deputy Headteacher and managed in line with the school's Malpractice Policy and JCQ rules. The Head of Centre determines reporting obligations. Breaches involving confidential assessment materials require immediate escalation.

6.6 Where the school decides to reject work because it cannot be authenticated or due to a malpractice decision, the candidate must be told the decision and the applicable route for challenge or appeal. The process must not prejudice any awarding body investigation.

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7. Presentation, secure storage and retention

7.1 Teachers will follow awarding body instructions for work presentation, candidate/centre numbers, component codes, file naming, cover sheets and permitted language. Obtain required consent before using identifiable recordings or photographs as assessment evidence.

7.2 Physical work, live tasks, recordings and signed declarations must be stored securely. Electronic materials must be held in access-controlled school systems with appropriate backup and safeguards; candidates must not retain unauthorised access between formally supervised sessions.

7.3 Secure storage applies throughout the assessment, marking and moderation process. Work, authentication evidence and returned moderation samples must be retained until the deadline for requesting a review of results or review of moderation has passed, or until any appeal, malpractice investigation or other results enquiry has concluded, whichever is later.

7.4 Where practical work cannot reasonably be retained, departments must keep acceptable evidence (for example photographs or recordings) as specified by the awarding body. Requests to return work must be considered only after applicable retention periods and outstanding processes have ended.

7.5 Any loss, corruption or unauthorised disclosure of work must be reported immediately to the Curriculum Leader and Exams Office; the school will preserve evidence, implement contingencies and notify the awarding body where required.

8. Marking, internal standardisation and quality assurance

8.1 Work must be marked by competent assessors using current awarding body criteria and any required annotation or assessment record. Teachers must keep records of marks and the date of assessment.

8.2 Curriculum Leaders are responsible for internal standardisation across classes and assessors. This may include reference materials, training, trial marking, sampling, moderation meetings, adjustments to marks and retention of evidence of standardisation.

8.3 Staff new to a specification, including ECTs and temporary teachers, must receive appropriate support. Potential conflicts of interest must be declared and managed in accordance with JCQ and awarding body requirements.

8.4 Centre-assessed marks must be communicated individually to candidates before submission, clearly identified as provisional and subject to external moderation. Candidates must be given sufficient time to access relevant materials and request a review of the centre's marking.

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8.5 Curriculum Leaders must confirm final accuracy of marks, internal standardisation, authentication and required forms before they are passed to the Exams Office or uploaded by the authorised member of staff.

9. External assessment, submission and moderation

9.1 Where an NEA component is externally assessed, subject staff and the Exams Office will agree assessment windows, rooming, equipment, invigilation (where required), visiting examiner arrangements and the completion of registers and submissions.

9.2 For internally assessed work, the Curriculum Leader must ensure accurate marks and requested samples are submitted to the Exams Office by the internal deadline, or submitted directly where the agreed school process requires it. Both the subject department and Exams Office must verify that all candidates and components are accounted for.

9.3 Work submitted for moderation must include required authentication, standardisation confirmation, access arrangement cover sheets, records and subject-specific documentation. Postal dispatch must be secure and proof retained; electronic uploads must be checked for successful receipt.

9.4 Curriculum Leaders must respond to moderator requests for further samples or evidence, review moderated outcomes and examiner reports, and record improvements required for the next series.

9.5 If joint teaching or consortium arrangements apply, the Exams Officer will ensure the awarding body is notified and moderation arrangements are followed.

10. Access arrangements, absence, special consideration and lost work

10.1 The SENCo will work with subject teachers to ensure approved access arrangements and reasonable adjustments are applied where permitted and consistent with the candidate's normal way of working, without compromising qualification integrity. Appropriate trained facilitators and equipment must be available.

10.2 The Head of Centre is accountable for the quality of access arrangements procedures and for checking the qualifications of specialist assessors. The SENCo maintains the required evidence and documentation under the current JCQ Access Arrangements and Reasonable Adjustments guidance.

10.3 Candidates who are absent or disadvantaged during an assessment must be considered individually against the awarding body's rules. Curriculum Leaders should notify the Exams Office immediately of circumstances that may justify special consideration or a permitted rescheduled session.

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10.4 Where eligible, the Exams Office will submit special consideration applications within the awarding body deadline and retain supporting evidence. Lost centre-assessed work must be reported through the prescribed awarding body route; departments must not assume marks can be estimated or replaced without approval.

11. Endorsements, VTQs and private candidates

11.1 For the GCSE English Language Spoken Language endorsement, the Curriculum Leader will ensure suitable opportunities for candidates, correct assessment against the common criteria, internal standardisation, required audio-visual monitoring samples and secure retention and submission of recordings. The Exams Office will support grade and recording submission.

11.2 For VTQs, coursework and other qualifications, departments must apply the appropriate JCQ or awarding body instructions, including internal verification, evidence requirements and any different task or resubmission rules.

11.3 Where the school accepts private candidates for qualifications with NEA, the Head of Centre and Curriculum Leader must establish in advance whether compliant supervision, authentication, assessment and moderation can be provided. Acceptance must not be assumed where requirements cannot be met.

12. Internal review of centre-assessed marks (before submission)

12.1 Sarah Bonnell School will mark work fairly, consistently and in accordance with the published criteria. Candidates may request a review if they believe the assessment procedures were not followed or the mark scheme was not applied correctly. A review examines the application of the criteria; it is not an opportunity to revise or resubmit work.

12.2 Curriculum Leaders will set and publish subject-specific dates allowing adequate time before external submission. Candidates will be informed of their provisional centre-assessed marks and how to request relevant materials, including their marked work, the mark scheme and subject guidance.

12.3 On request, relevant materials will normally be provided within three working days. Candidates must be given sufficient time to consider the material. Under the school's existing procedure, a written review request using the internal appeals form must be made within two working days of receipt of the requested material, and in any event by the published subject deadline.

12.4 The school will normally allow three working days to complete the review, make any justified mark changes and notify the candidate in writing, ensuring the process concludes before marks are submitted to the awarding body.

12.5 The reviewer must be appropriately competent, independent of the candidate's original assessment and free of personal interest in the outcome. The reviewer will consider whether the mark is consistent with the standard applied within the centre and the awarding body criteria.

12.6 The candidate will receive a written outcome and reasons. The Head of Centre will be informed and the Exams Officer will retain a written record available to the awarding body on request. Marks may increase, decrease or remain unchanged; external moderation may subsequently change the centre mark.

12.7 The published deadlines must be communicated early and adjusted if needed to ensure the candidate has a genuine opportunity for review before submission. If a deadline or procedure conflicts with a current awarding body requirement, the latter takes precedence.

13. Appeals against rejection of work or authentication decisions

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Please also refer to Section 17.3 of the Exams Policy and the school's Internal Appeals Procedure.

13.1 Candidates have the right to appeal against a centre decision to reject internally assessed work on the grounds of suspected malpractice or where the work cannot be confidently authenticated. Appeals will be considered in accordance with the school's published Internal Appeals Procedure, applicable JCQ regulations and awarding body requirements.

13.2 Candidates, or their parents/carers acting on their behalf, must submit a written appeal using the school's Internal Appeals Form to the Exams Office by the published internal deadline (see page 14). The appeal must clearly explain the grounds for challenging the decision and include any relevant supporting evidence. The Head of Centre will appoint an appropriate senior member of staff who was not directly involved in the original decision, wherever possible, to review the appeal.

13.3 The reviewer will consider the evidence, the candidate's account, the procedures followed and the relevant JCQ and awarding body requirements. The outcome will be communicated to the candidate in writing and recorded by the Exams Office. Where suspected malpractice must be reported to the awarding body, the school will follow the required reporting procedures regardless of any internal appeal.

13.4 The school's internal appeals process does not override decisions made by an awarding body or replace any external appeals procedure. Where an awarding body has made a malpractice decision, any subsequent appeal will be managed in accordance with the relevant JCQ and awarding body appeals procedures.

14. Post-results services and appeals against centre decision

14.1 Before examinations and again around results day, the Exams Office will explain post-results services, fees, consent requirements, internal deadlines and access to senior staff. The school will consider requests for clerical re-checks, reviews of marking and reviews of moderation in accordance with the current JCQ Post-Results Services guidance.

14.2 A review of moderation is a centre-level service and is not available for an individual candidate. Where written candidate consent is required for a clerical re-check or review of marking, it must be obtained after publication of results; the candidate must understand that marks and grades may go down as well as up.

14.3 The Exams Officer, Deputy Headteacher and Head of Centre will consider whether the school will support a requested service. Where the school declines support, the candidate will be told the decision and any permitted route to request the service at their own expense, subject to JCQ rules and deadlines.

14.4 A candidate who disputes the centre's decision not to support a post-results service may appeal in writing using the internal appeals form at least two working days before the school's internal service deadline, as set out in the existing school procedure. The school will decide and notify the candidate in time for any permitted service to be requested.

14.5 Following a review of results, any further appeal to an awarding body must meet the grounds and timescales in the current JCQ Appeals booklet. Where the Head of Centre does not support an appeal, the candidate may request an internal review of that decision; the school's existing procedure asks for the form within two working days of notification of the review-of-results outcome.

14.6 The Exams Office will confirm current awarding body deadlines, fees and whether a service or appeal is available; no fixed external appeal deadline in this policy supersedes the current JCQ guidance.

15. Complaints concerning assessment and examinations

15.1 Scope and informal resolution

Candidates and parents/carers may raise concerns about the delivery or administration of qualifications, including teaching and learning, access to assessment materials, task conditions, assessment and marking procedures, access arrangements, entries, examination conduct, special consideration, results and post-results services. Concerns about centre-assessed marks should follow section 12; malpractice matters should follow the Malpractice Policy. Where possible, the school encourages informal resolution with the Head of Centre or an appropriate senior leader.

15.2 Formal complaint

If informal resolution is unsuccessful, a written complaint should be submitted on the school's complaints and appeals form (Appendix A - page 14), available from the Exams Officer, and returned to the Head of Centre. Complaints will be logged with a reference number and acknowledged within four working days. The Head of Centre will investigate or appoint an impartial senior leader without involvement or personal interest in the matter. The school's existing procedure provides for written findings and a conclusion within two working weeks; where additional time is required, the complainant will be informed.

15.3 Appeal following complaint

Where a complainant remains dissatisfied and has grounds to challenge the outcome, they may submit a written appeal using the school form. Appeals will be logged and acknowledged within five working days. In accordance with the existing school policy, the appeal will be referred to the Chair of Governors, who will arrange consideration and communicate the final conclusion. This route does not replace statutory or awarding body appeal processes.

15.4 Records

The Exams Officer will keep a secure log of each complaint, appeal and review, recording the reference number, date received, nature of concern, investigator/reviewer, evidence, outcome, date notified and follow-up actions. Records will be available to awarding bodies and inspectors where required, subject to data protection requirements.

16. Policy communication, monitoring and review

16.1 The Deputy Headteacher – Lead of Examinations will review this policy annually, following updates to JCQ and awarding body requirements and in consultation with the Exams Office, Curriculum Leaders and SENCo.

16.2 Curriculum Leaders will monitor compliance through subject NEA planning, staff briefing, moderation evidence, assessment records and review of external moderator feedback. The Head of Centre will receive significant concerns and corrective actions.

16.3 The policy and candidate-facing review/complaints procedures will be accessible through the school's established communication channels. This document should be approved through the school's policy governance arrangements before publication.

17. Appendices

Appendix A – Internal appeals / complaints and appeals form (existing school form).

Appendix B – Complaints and appeals log (existing school template).

See next two pages

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Appendix A

Appeal against a decision to reject work on the grounds of malpractice or because the centre cannot confidently authenticate the work.

FOR CENTRE USE ONLY	
Date received	
Reference No.	

Sarah Bonnell School Internal Appeals form (NEA)

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

☐ Appeal against an internal assessment decision and/or request for a review of marking
☐ Appeal against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal

Name of appellant		Candidate name if different to appellant	
Awarding body		Exam paper code	
Qualification type Subject		Exam paper title	

Please state the grounds for your appeal below:

(If applicable, tick below)

☐ Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Appellant signature: Date of signature:

This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure

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Appendix B

Complaints and Appeals log

On receipt, all complaints/appeals are assigned a reference number and logged. Outcome and outcome date is also recorded.

The outcome of any review of the centre's marking will be made known to the head of centre.

Ref No.	Date received	Complaint or Appeal	Outcome	Outcome date