

ST JAMES'

CATHOLIC HIGH SCHOOL

Non–Examination Assessment Policy

(including controlled assessment and coursework)

Date of Adoption	November 2025
Date of Review	November 2026

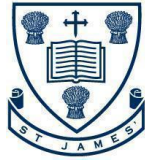
St James' Mission Statement:

To ensure everyone within our school **family** achieves their full potential,
to encourage learning and development through **faith**,
and to strive for **excellence**

Rationale

The JCQ requires each centre to have a non-examination assessment policy in place.
A JCQ Centre Inspector will ask the examinations officer to confirm that such a policy is in place.

The Non-Examination Assessment (NEA) Policy is integral to our Catholic mission, which requires us to affirm human dignity and provide a holistic education. NEA ensures justice and equity by valuing all of a student's God-given talents and vocations, not just their performance in academic examinations. By rewarding sustained effort and practical application over time, the NEA process reflects the Christian understanding of education as a developmental and formative journey, thereby affirming the whole person.



What does this policy affect?

This policy affects the delivery of all specifications with one or more non-examination assessment components, controlled assessments (where applicable) and coursework.

The regulators' definition of an examination is very narrow. In effect, a non-examination assessment (NEA) is classified any type of assessment that is not:

- set by an awarding body
- designed to be taken simultaneously by all relevant candidates at a time determined by the awarding body, and
- taken under conditions specified by the awarding body (including conditions relating to the supervision of candidates during the assessment and the duration of the assessment)

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (**JCQ's Instructions for conducting non-examination assessments (GCE & GCSE)**, Foreword)

This document is further referred to in this policy as NEA

The Joint Council for Qualifications has written these instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of non-examination assessments (Vocational and Technical Qualifications) in examination centres.

These instructions are for use in AQA Applied General qualifications, BTEC qualifications (BTEC Firsts, BTEC Technicals, BTEC Nationals, BTEC Tech Awards), CCEA Level 1 and Level 2 Vocational qualifications, City & Guilds Level 2 and Level 3 Technical qualifications, NCFE Alternative Academic Qualifications, NCFE CACHE Level 1/2 Technical Awards, NCFE Level 1/2 Technical Awards, OCR Level 1/Level 2 Cambridge Nationals (Technical Awards), OCR Level 3 Cambridge Advanced Nationals (Alternative Academic Qualifications), T Levels (Technical qualifications), WJEC Level 1 and Level 2 Vocational Awards, WJEC Level 1 and Level 2 Vocational Awards (Technical Awards), WJEC Level 3 Alternative Academic Qualifications, WJEC Level 3 Applied Certificates, Diplomas and Extended Diplomas (JCQ's Instructions for conducting non-examination assessments (VTQs), Introduction).

(This document is further referred to in this policy as NEA VTQs)

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These instructions are for use in CCEA GCE unitised AS and A-level qualifications, ELC and Project qualifications. (**JCQ's Instructions for conducting coursework**, Introduction, Foreword)

This document is further referred to in this policy as ICC.



1. Purpose of the Policy

This policy confirms the JCQ requirement that St James' Catholic High School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of non-examination assessments including controlled assessments and coursework, which includes details on how candidates' work will be authenticated.

Awarding bodies require each centre to have a non-examination assessment policy in place to:

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

2. Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ's **Instructions for conducting non-examination assessments (2025-26)** which we refer to when carrying out non-examination assessments and coursework in our school.

This policy also takes into account **General regulations for approved centres (2025-26)**.

3. Definition of non-examination assessments and coursework

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking (NEA, Section 1)

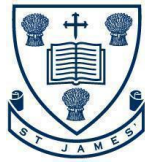
Coursework components assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Coursework will take many different forms. (ICC Section 1)

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

The head of centre is responsible for:



- Returning an online 'Head of Centre declaration' (as part of the National Centre Number Register annual update) to confirm awareness of and that relevant centre staff are adhering to the latest version of NEA, NEA VTQs and ICC
- Ensuring that the centre's Non-examination Assessment and Coursework Policy is robust and fit for purpose and covers all types of non-examination assessment
- Ensures that the centre's Internal Appeals Procedures clearly details the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

4.2 Senior leaders

The Deputy Headteacher is responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that the centre-wide calendar records assessment schedules by the start of the academic year

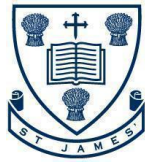
4.3 Subject leaders

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

Quality assurance (QA) lead/Lead internal verifier is responsible

- Confirming with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensuring appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensuring appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensuring appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates



- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

4.4 Teachers

Teachers are responsible for:

- Understanding and complying with **JCQ instructions for conducting non-examination assessment**
- 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
- Ensuring the correct task is issued to students
- Accessing set tasks in sufficient time to allow planning, resourcing and teaching
- Ensuring that materials are stored securely at all times

4.5 Exams officer

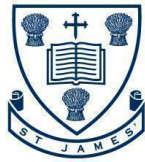
The exams officer is responsible for:

- Supporting the administration/management of non-examination assessment
- Signposting the annually updated JCQ publication NEA, NEA VTQs and ICC documents to relevant 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, heads of department/teachers will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification
- Make candidates aware of the criteria used to assess their work
- Identify date(s) when tasks should be taken by candidates
- Assess set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

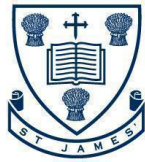
6. Task taking

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

6.1 Supervision

Teachers will ensure that:

- They check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- There is sufficient supervision of every candidate to enable work to be authenticated
- There is sufficient supervision to ensure that 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 and it must be possible to attribute assessable outcomes to individual candidates
- Candidates are aware of the current JCQ documents '**Information for Candidates – non-examination assessments**' and '**Information for candidates' – Social Media**'
- Candidates understand and comply with the regulations in relevant JCQ documents '**Information for Candidates**'
- Candidates understand that information from all sources must be referenced
- Candidates receive guidance on setting out references
- Candidates are aware that they must not plagiarise other material



6.2 Advice and feedback

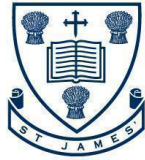
- Teachers will advise candidates on aspects relevant to the subject/component before candidates begin working on a task
- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- When reviewing candidates' work, unless specifically prohibited by the awarding body's specification, teachers may:
 - provide oral and written advice at a general level to candidates
 - allow candidates to revise and redraft work after advice has been given at a general level
- Teachers will record any assistance given beyond general advice and take this into account in the marking, or submit it to the external examiner
- Teachers will ensure that when work has been assessed, candidates are not allowed to revise it

6.3 Resources

- Teachers will refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources including the internet and AI when planning and researching their tasks
- Teachers will refer to the JCQ document *AI Use in Assessments: Protecting the Integrity of Qualifications* <https://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
- 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 ensure conditions for formally supervised sessions are understood and followed by candidates
- Candidates will not introduce augmented notes or 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
- Teachers ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.
- Teachers ensure candidates understand how all sources included in work that is submitted for assessment must be acknowledged
- Teachers refer to the awarding body's specification to determine ~~where word and time limits apply/are mandatory~~ whether there are minimum and/or maximum time and word limits

6.4 Group work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work



- Where it is permitted, some assignments may be undertaken as part of a group
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- Each candidate's work is assessed individually

7. Authentication Procedures

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

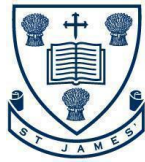
Where required by the awarding body's specifications:

- Candidates will sign a declaration as soon as the assessment has been completed to confirm that the work they submit for final assessment is their own unaided work
- Candidates will have made aware the internal appeals procedure (see Internal Appeals Policy)
- 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 reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
 - Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector (Electronic signatures are acceptable)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA, NEA VTQs or ICC and informs a member of the senior leadership team
- If, during the external moderation process, is it found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

8. Presentation of Work

Subject teacher

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instructs candidates to present work as detailed in [NEA, NEA VTQs and ICC](#), unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates' work is to be submitted electronically, that it meets the awarding body's specified requirements



9. Keeping Materials Secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA 4.8](#)
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, returns internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Reminds candidates of the contents of the JCQ document Information for candidates – Social Media)
- Where work is stored electronically, liaises with the IT Manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for the requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers the contingency of candidates' work being backed-up on two separate devices, including one off-site back-up and implementing appropriate security arrangements which protect candidates' work in the event of IT system corruption and cyber-attacks
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable



10. Task marking

10.1 Externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and where applicable, according to **JCQ Instructions for conducting examinations**
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where and if this is applicable, to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body and where applicable, according to **JCQ Instructions for conducting examinations**

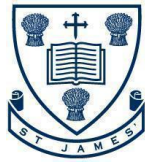
Submission of work

Subject teacher

- Pays close attention to the completion of the attendance register, if applicable

Exams officer

- Provides the attendance register to the subject teacher
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly
- Where candidates' work must be despatched to an awarding body's examiner, or uploaded electronically, ensures this is completed by the date specified by the awarding body
- Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline



10.2 Internally assessed components

Marking and annotation

Head of centre

- Makes every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate, for example, members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)
- Where this cannot be avoided, ensures the possible conflict of interest is declared to the relevant awarding body and the marked work is submitted for moderation whether or not it is part of the moderation sample

Subject head/lead

- Sets timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

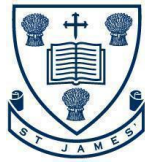
Subject teacher

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Does not use artificial intelligence as the sole means of marking candidates' work
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed to the timescale set by the subject lead or as indicated in the centre's *internal appeals procedure* to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Supports staff not familiar with the mark scheme (e.g. ECTs, supply staff etc.)
- Ensures accurate internal standardisation - for example by
 - obtaining reference materials at an early stage in the course
 - holding a preliminary trial marking session prior to marking
 - carrying out further trial marking at appropriate points during the marking period
 - after most marking has been completed, holds a further meeting to make final adjustments



making final adjustments to marks prior to submission and retaining work and evidence of standardisation

- Retains evidence that internal standardisation has been carried out

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

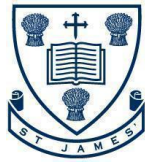
Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submits any supporting documentation required by the awarding body/Provides the exams officer with any supporting documentation required by the awarding body

Exams officer

- Confirms with subject teachers that marks have been submitted to the awarding body deadline, either by the exams officer, or by subject teachers
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results



- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submits any supporting documentation required by the awarding body

Storage and retention of work after submission of marks

Subject teacher

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

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation – the process

Subject teacher

- Ensures that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaises with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Complies with any request from the moderator for remaining work or further evidence of the centre's marking

External moderation – feedback

Subject head/lead

- Checks the final moderated marks when issued to the centre when the results are published
- Checks moderator reports/feedback forms and ensures that any remedial action, if necessary, is undertaken before the next exam series

Exams officer

- Accesses or signposts moderator reports/feedback forms to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration



11. Access arrangements/Reasonable Adjustments

Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

SENCo

- Follows the regulations and guidance in the JCQ publication **Access Arrangements and Reasonable Adjustments 2025-26** in relation to non-examination assessments
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

12. Special consideration and loss of work

Subject teacher

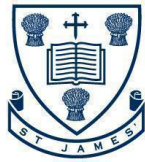
- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
-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

Exams officer

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

13. Malpractice

Head of centre



- Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates
- Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body. (The only exception being where the awarding body's confidential assessment materials have been breached; the breach must be reported to the awarding body).
- Is familiar with the JCQ document [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment or coursework are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- Is aware of the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to mitigate against candidate and centre malpractice
- Ensures candidates understand what constitutes malpractice in non-examination assessments
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre
- Signposts the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to subject heads
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

14. Post Results Services

Head of centre

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

Subject teacher

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

Exams officer



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

15. Spoken Language Endorsement for GCSE English Language

Head of centre

- Returns the 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Subject head/lead

- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England and ensures any relevant JCQ/awarding body instructions are followed
- Ensures the required task setting and task taking instructions are followed by subject teachers

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates using the common assessment criteria
- Follows the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified)

Exams officer

- Follows the awarding body's instructions for the submission of grades

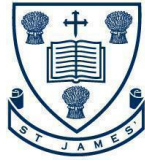
15. Private Candidates

Subject head/lead

- According to centre policy, confirms if private candidates (including distance learners and home educated candidates) are accepted by the centre for entry for subjects containing components of non-examination assessment (where the specification may be made available to private candidates by the awarding body)
- Ensures relevant staff in the centre administer all aspects of the non-examination assessment process for a private candidate, according to the awarding body's specification

16. Monitoring

This policy will be reviewed by the Deputy Headteacher in the autumn term of each year, and the policy will be taken to the Governing Board for approval.



ST JAMES'
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17. Links with other policies

This policy should be read in conjunction with the Internal Appeals Policy.