Non Examination Assessment Policy

Compiled by: Louise Worts	**Date: May 2026**
Committee: LGB	**Date agreed by Governors:**
Review Cycle: Annually	**Review Date: May 2027**

DAVENTRY HILL SCHOOL

INSPIRE ♦ EMPOWER ♦ ACHIEVE

OUR MISSION

To create **happy**, **successful** people.

OUR VISION

To **inspire** and **empower** our young people to **achieve** success.

Part of CREATING TOMORROW

AT DHS WE VALUE



We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.



We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.



We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.



We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.



We nurture the understanding of others.

We treat all with kindness.

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
    - Health Assure (confidential counselling support available through Perkbox account).
    - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

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1. What does this policy affect?

This policy affects the delivery of Kings Trust, OCR Life and Living Skills and BTEC specifications with one or more nonexamination assessment component, controlled assessments (where applicable) and coursework. The regulators' definition of an examination is very narrow. In effect, 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) is classified as non-examination assessment (NEA).

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (JCQ's Instructions for conducting non-examination assessments, Foreword) (This document is further referred to in this policy as NEA)

The term coursework is a generic one. It includes the work required in Project qualifications and internally assessed work in other qualifications covered by these Instructions. These instructions are for use in BTEC vocational qualifications, OCR Life and Living, and Kings Trust Project qualifications. They may also apply to other awarding body-specific Level 1, Level 2 or Level 3 qualifications. Centres should refer to awarding body instructions. (JCQ's Instructions for conducting coursework, Introduction, Foreword) (This document is further referred to in this policy as ICC)

2. Purpose of the policy

This policy confirms the JCQ requirement that Beech Lodge School has in place for inspection that must be reviewed and updated annually, a written policy regarding the management of nonexamination assessments including controlled assessments and coursework.

Awarding bodies require centres 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

A JCQ Centre Inspector will ask the examinations officer to confirm that a policy is in place. Guidance provided in this document will help the head of centre to ensure that the centre's policy is fit for purpose. (NEA 1)

3. What are non-examination assessments?

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. These rules often vary across subjects.

The stages are:

• task setting

• task taking

• task marking (NEA 1)

4. What is coursework?

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 1) 4

Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

Where reference is made in these procedures to non-examination assessment, this is intended to include (Life and Living, Kings Trust, and BTEC) non-examination assessments, controlled assessment (where relevant) and coursework.

The basic principles

Head of centre

• Returns a declaration (managed 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 and ICC

Exams Officer

• Ensures the centre's policy is fit for purpose and covers all types of non-examination assessments

• Ensures the centre's internal appeals procedure 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

• Signposts the annually updated JCQ NEA and ICC documents to relevant centre staff

• Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Senior leaders

• Ensure the correct conduct of non-examination assessments which complies with NEA, ICC and awarding body subject-specific instructions

• Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier (or equivalent role)

• Confirms with teachers that appropriate awarding body forms and templates for nonexamination assessments are used by teachers and candidates

• Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by teachers in line with awarding body criteria

• Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers

• Ensures 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. AHT

• Ensures subject teachers understand their role and responsibilities within the non-examination assessment

• Ensures NEA, ICC and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)

• Works with the QA lead/Lead internal verifier (or equivalent role) to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by teachers

• Understands and complies with the general instructions as detailed in NEA and ICC

• Where these may also be provided by the awarding body, understands and complies 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

• Marks internally assessed work to the criteria provided by the awarding body

• Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the

qualification or is made as a separate unit entry code) to the internal deadline for entries for the relevant exam series Exams officer

5 Task setting

Teacher

• Selects tasks to be undertaken where a number of comparable tasks are provided by the awarding body or designs tasks where this is permitted by criteria set out within the subject specification

• Makes candidates aware of the criteria used to assess their work

Issuing of tasks

• Determines when set tasks are issued by the awarding body

• Identifies date(s) when tasks should be taken by candidates

• Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times

• Ensures the correct task is issued to candidates

Task taking

Supervision

Class teacher

• Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements

• Ensures there is sufficient supervision to enable the work of a candidate to be authenticated

• Ensures there is sufficient supervision to ensure the work a candidate submits is their own

• Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own

• Where candidates may work in groups, keeps a record of each candidate's contribution and it must be possible to attribute assessable outcomes to individual candidates

• Ensures candidates are aware of the current JCQ documents Information for candidates - nonexamination assessments and Information for candidates - social media

• Ensures candidates understand and comply with the regulations in relevant JCQ Information for candidates' documents

• Ensures candidates: o understand that information from all sources must be referenced o receive guidance on setting out references o are aware that they must not plagiarise other material

Advice and feedback

Class teacher

• As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task

• Will not provide candidates with model answers or writing frames specific to the task

• When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates

• Allows candidates to revise and re-draft work after advice has been given at a general level

• Records any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner

• Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Class teacher

• Refers 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

• Refers to the JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications (http://www.jcq.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 6 o 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

• Ensures conditions for any formally supervised sessions are known and put in place

• Ensures appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically

• Ensures conditions for any formally supervised sessions are understood and followed by candidates

• Ensures candidates understand that they are not allowed to introduce augmented notes or new resources between formally supervised sessions

• Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Artificial intelligence (AI)

Tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Beech Lodge School recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not use** AI tools:

• During assessments, including internal and external assessments, and coursework

• To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may use AI** tools:

• As a research tool to help them find out about new topics and ideas

• When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

• Where a pupil uses an AI tool, the pupil should retain a copy of the question(s) asked and the AI-generated responses. Pupils must submit this along with the assessment.

Staff should:

• Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content

• Make students aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments.

For more information on AI misuse, see JCQ's 'AI Use in Assessments: Protecting the Integrity of Qualifications'. Any misuse of AI tools may be treated as malpractice

Word and time limits

Class teacher

• Refers to the awarding body's specification to determine where word and time limits apply/are mandatory Collaboration and group work Subject teacher

• Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work

• Ensures that it is possible to attribute assessable outcomes to individual candidates

• Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment

• Assesses the work of each candidate individually

Authentication procedures

• Where required by the awarding body's specification: o ensures candidates sign a declaration confirming the work they submit for final

4. Primary Curriculum

What do we teach in primary and secondary departments, when and who teaches it?

6. DHS Primary approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

3.1 Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.
The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.
It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

3.2 Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.
The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.
It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.
Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).
Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

3.3 Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools.' (p. 23)
Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.
At DHS School, we believe children should understand the facts about human reproduction before they leave primary school, so we offer a package of standard and optional lessons for Year 6 students. The standard offer includes the basic facts about growing up and puberty, and the optional lessons cover more specific topics such as puberty for boys, puberty for girls, how babies are made and menstruation.

We define Sex Education as being part of the PSHE and RSE curriculum provision at DHS, plus parents can choose to opt their child into the additional sessions available (e.g. understanding human reproduction).
We teach this in differentiated groups; for students who have been opted in, we provide groups for boys and girls, and then differentiated for those who are more and less able.

3.4 Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17
At DHS, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be opted in or out from the PSHE lessons that explicitly teach this.

The school will inform parents of this right by letter in the half term prior to the lessons being delivered.

3.5 Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

3.6 Equality

This policy will inform the school's Equalities Plan.
The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At DHS we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold their own beliefs, religious or otherwise, and understand that everyone has a right to be accepted, including their differences.

Both JIGSAW and the PSHE Association schemes of work ensure that learning about LGBTQ and respectful relationships is fully integrated in all the areas of PSHE learning. They reflect the diverse demographic our students are part of, always emphasising the importance of being kind, compassionate and accepting, and focusing on the qualities of people as human beings. This reflects the core vision and values of DHS.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:
'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

4. Secondary Curriculum

DHS Secondary Approach

The Planning Framework for the PSHE Association is organised into six sections:

Section	Unit	Content
1:	Self-awareness	Me, who I am, my likes, dislikes, strengths and interests
2:	Self-care, support and safety	Looking after myself and keeping safe; aspects of Relationships and Sex Education.
3:	Managing Feelings	Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education
4:	Changing & growing	How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education
5:	Healthy Lifestyles	Being and keeping healthy, physically and mentally
6:	The World I live in	Living confidently in the wider world

Each of the six sections is subdivided into topic areas, as set online. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

At DHS School we allocate one lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

4.1 Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave secondary school?

The DfE statutory guidance on RSE states that schools will ensure the subjects are carefully designed to safeguard and support pupils and are deliverable. The themes and issues that should be covered, in an age-appropriate way, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

They will likely focus on:

 different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;

 how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;

 how relationships may affect health and wellbeing, including mental health;

 healthy relationships and safety online; and

 factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

4.2 Sex Education

The policy should state clearly that parents and carers have the right to request withdrawal from all or part of sex education. It should also tell them who to contact to make such a request - this will usually be the headteacher, in the first instance.

When a request is received, consider meeting with the parents and carers to:

- discuss the background to their request
- offer assurances about your school's approach
- set out the benefits of pupils accessing sex education in school

If parents and carers decline an invitation to a discussion, you must still process their request for withdrawal in the normal way.

If the parents still want withdrawal after such a discussion, unless there are exceptional circumstances, parents and carers' request should be granted until 3 terms before the pupil turns 16. For example, if the pupil's 16th birthday is in February of year 11, that point would be February in year 10.

At that point, if the pupil wishes to be taught sex education, you must ensure they receive it in one of those 3 terms and continue to be taught it while the child remains in school.

4.3 Right to withdraw – pupils with special educational needs and disabilities (SEND)

In most cases, there should be no difference in the approach between SEND pupils and other pupils.

However, in cases where the nature or degree of the pupil's special educational need or disability, possibly combined with their domestic or social circumstances, mean that they are demonstrably very likely to be at unusual risk from sexual activity or sexual exploitation, then the headteacher may judge that an exception should be made.

In such exceptional cases, the headteacher may decline a parental request for withdrawal.

The school will inform parents of this right by letter in the half term prior to the lessons being delivered.

4.4 Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

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Both JIGSAW and the PSHE Association schemes of work ensure that learning about LGBTQ and respectful relationships is fully integrated in all the areas of PSHE learning. They reflect the diverse demographic our students are part of, always emphasising the importance of being kind, compassionate and accepting, and focusing on the qualities of people as human beings. This reflects the core vision and values of DHS.

The DfE states that:

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

5. Other Documentation

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) jigsaw-3-11-and-rshe-overview-map.pdf (windows.net)
- Including and valuing all children. What does Jigsaw teach about LGBT+ relationships? rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf (windows.net)