



March
2023

CONTROLLED ASSESSMENT AND COURSEWORK POLICY

First Approved: May 2011
 Policy Renamed: February 2018 (combined Controlled Assessment Policy and Coursework Policy)
 Policy Reviewed: March 2018
 June 2022
 March 2023 (no change)
 Review: Annually

INTRODUCTION

- Controlled Assessment is a form of internal assessment at GCSE where the control levels (High, Medium or Low) are set for each stage of the assessment process: task- setting, task-taking and task-marking. In some subjects, such as Modern Languages, work will be marked by the Awarding Body, but for most subjects, work will be internally marked by the Centre and moderated by the Awarding Body.
- Coursework is a form of internal assessment at A Level. Coursework will take many different forms. This diversity will be reflected in any subject-specific requirements for coursework that have been issued by the awarding body.

CONTROLLED ASSESSMENT PROCEDURES

1. RESPONSIBILITIES OF THE HEAD OF CENTRE

The Principal, as Head of Centre, has overall accountability for implementation and adherence to the JCQ guidelines on Controlled Assessment and Coursework.

2. RESPONSIBILITIES OF THE EXAMINATIONS OFFICER

The Examination Officer will:

- be accountable for ensuring that Heads of Departments are aware of the regulations concerning Controlled Assessments and Coursework, and ensure that they comply with the JCQ guidelines and Awarding Body subject-specific instructions;
- at the start of the academic year, liaise with the Vice-Principal (Teaching and Learning) in regard to Controlled Assessments and Coursework and any issues that have arisen which might affect their scheduling;
- enter pupils for individual units, whether assessed by Controlled Assessment, Coursework or external examination before the deadline for final entries;
- inform pupils and parents of procedures in relation to a review of the Centre-Assessed mark and the Appeals procedure;
- enter pupils 'cash-in' codes for the terminal examination series;
- be responsible for receipt, safe storage and distribution, whether in CD, digital or hard copy format, where confidential materials are directly received;
- collect and send mark sheets to Awarding Bodies before deadlines.

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- Oversee deadlines and procedures for e-moderation including managing registrations, liaising with Heads of Department and Subject Coordinators regarding submission deadlines, e-samples, user guides and login.

3. RESPONSIBILITIES OF THE VICE-PRINCIPAL (TEACHING AND LEARNING)

The Vice-Principal (Teaching and Learning) will:

- coordinate, with Heads of Department, the schedule of GCSE Controlled Assessments at the start of the academic year;
- map overall resource management requirements for the year. As part of this, and, where appropriate, in liaison with Facilities Manager, resolve:
 - clashes/problems over the timing or operation of Controlled Assessments;
 - issues arising from the need for particular facilities (rooms, IT networks, time out of class etc).
- maintain an internal appeals policy for Controlled Assessment/Coursework.

4. RESPONSIBILITIES OF THE HEADS OF DEPARTMENT

Heads of Departments will:

- decide on the Awarding Body and specification for a particular GCSE/A Level;
- ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the examination series in which the qualification is certificated, to satisfy the terminal assessment rule in accordance with the Awarding Body specification;
- plan for Controlled Assessments and Coursework for each year group (11 & 12) at the start of each academic year. (Use **Appendix 1** as a template from which to develop the departmental Controlled Assessment risk assessment);
- standardise internally the marking of all teachers involved in assessing an internally assessed component;
- inform candidates of their centre assessed marks in time for a review to be carried out if requested;
- ensure that individual teachers understand their responsibilities with regard to Controlled Assessment and are familiar with the contents of the JCQ publication '*Instructions for Conducting Controlled Assessments*' and '*Instructions for Conducting Coursework*';
- ensure there is a clear policy in the Department handbook on the carrying out of Controlled Assessments/Coursework (see '*Guidance for Heads of Departments, Controlled Assessment/Coursework*');
- ensure appropriate staff training takes place;

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- ensure that individual teachers understand the requirements of the Awarding Body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions;
- ensure, in the case of formal supervision at GCSE (high level of control), and coursework candidates, do not have access to watches (including smart watches), e-mail, the internet, mobile phones, iPods, MP3/4 players, any other electronic devices or non-electronic aids;
- where appropriate, develop new assessment tasks, or contextualise sample Awarding Body assessment tasks, to meet local circumstances, in line with Awarding Body specifications and control requirements;
- download and distribute mark sheets for teaching staff to use;
- keep all Controlled Assessment and Coursework materials secure (as per guidelines) and provide secure storage for candidates' work;
- on the few occasions where Controlled Assessments and Coursework cannot be conducted in the classroom, arrange suitable accommodation where the Controlled Assessment or Coursework can be carried out;
- supply to the examination office, details of all unit codes for Controlled Assessments and Coursework;
- ask the Special Educational Needs Co-ordinator (SENCO) for any assistance required for the administration and management of access arrangements;
- arrange opportunities for pupils to catch-up in the event illness or other authorised absences;
- ensure accurate completion of Controlled Assessment and course work submissions and authentication sheets;
- ensure accurate completion of e-moderation submissions and documentation under the guidance of the Examination Officer.

5. RESPONSIBILITIES OF TEACHING STAFF

Teaching staff will:

- understand and comply with the general guidelines contained in the JCQ publication '*Instructions for Conducting Controlled Assessments*' and '*Instructions for Conducting Coursework*';
- understand and comply with the Awarding Body specification for conducting Controlled Assessments and Coursework, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website;

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- obtain confidential materials/tasks set by Awarding Bodies in sufficient time to prepare for the assessments(s) and ensure that such materials are stored securely at all times;
- supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to pupils as the specification allows;
- ensure that pupils and supervising teachers sign authentication forms on completion of an assessment;
- mark internally assessed components using the mark schemes provided by the Awarding Body. Submit marks through the examination office to the Awarding Body when required, keeping a record of the marks awarded;
- Keep a log, which contains:
 - the date and time of each assessment together with its title;
 - the name of the supervising teacher;
 - a list of candidates who were present during the assessment;
 - a list of any absent candidates;
 - a log of any incidents which occurred during the assessment.
- retain candidates work securely between assessment sessions (if more than one);
- return marks to pupil after internal moderation and in enough time for a request for the mark to be reviewed to be completed before the mark is submitted to the awarding body;
- retain candidates work securely until the closing date of Enquiry about Results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry/or the result of any subsequent appeal has been conveyed to the Centre;
- ensure accurate completion of e-moderation submissions and documentation under the direction of their Head of Department/Subject Coordinator.

6. RESPONSIBILITIES OF THE SENCO

The SENCO will:

- ensure Access Arrangements have been applied for, where necessary;
- work with the Examinations Officer to ensure that all access arrangements are completed correctly.

7. RESPONSIBILITIES OF THE PUPILS

Pupils will:

- read the JCQ notice to candidates and adhere to the guidelines;
- follow directions for staff and produce work commensurate with their ability;

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- sign the Authentication Sheet;

If at any stage during the course they have concerns about procedures used in assessing internally marked work, they should see the Head of Department in the first instance, as soon as possible.

8. PUPIL MALPRACTICE

The Principal will:

- report to the appropriate Awarding Body, at the earliest opportunity, all suspected or actual incidents of malpractice;
- investigate any alleged malpractice internally, if the irregularity is discovered prior to the candidate signing the declaration of authentication form or prior to the entries being made, and record the outcome on the authentication form supplied by the Awarding Body;
- if the irregularity is identified after the candidate has signed the declaration of authentication form and after the entries have been made, submit full details of the case to the relevant Awarding Body at the earliest opportunity;
- supervise all investigations resulting from an allegation of malpractice;
- ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice, thus avoiding any conflicts of interest which could otherwise compromise the investigation;
- respond speedily and openly to all requests for an investigation into an allegation of malpractice.

9. TEACHER MALPRACTICE

- The Centre will carry out an investigation where it is evident that a teacher has helped a child with their Controlled Assessment beyond the guidelines contained within each specification.
- Where there is malpractice it will be dealt with under the disciplinary policy of the Centre, and the Awarding Body will be informed.

This document will be revised in line with changes in best practice and legislation. These changes will be notified to all concerned. Questions or comments should be directed to the Vice-Principal (Teaching and Learning).

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APPENDIX 1

CONTROLLED ASSESSMENT RISK ASSESSMENT SCENARIOS

Example risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities at the start of academic year for all subjects	Plan dates in consultation with school calendar – negotiate with other parties	HoD, VP
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	HoD
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct Controlled Assessment	Use more than one classroom or multiple sittings where necessary	HoD, VP
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		HoD, VP, Facilities Manager
Downloading Awarding Body Set Tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HoD
Teaching Staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	HoD, Examination Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to Awarding Body for replacement; download again	HoD
Absent Candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidate(s).		HoD
Candidates have a scheduling clash for examinations or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes.	Check before booking the date; provide an alternative date, where necessary and consult Awarding Body procedures for dealing with timetabling clashes. NB retakes of Controlled Assessments are limited.	HoD
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Example risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
Control Levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek Guidance from the Awarding Body	HoD
Supervision			
Teaching staff/assessors do not understand that supervision of Controlled Assessment is their responsibility	Ensure teaching staff understand the nature of Controlled Assessments and their role in supervision		HoD
Task Setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the Awarding Body specification*	Seek guidance from the Awarding Body	HoD
Assessments have not been moderated as required in the Awarding Body specification	Check specification and plan required moderation appropriately	Seek guidance from the Awarding Body	HoD
Security of Materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HoD
Candidate's work not kept secure during or after assessment	Define appropriate level of security, in line with Awarding Body requirements, for each department as necessary	Take materials to secure storage	HoD
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HoD
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them. Candidates to sign agreement at the beginning of the academic year	Mark what candidates have produced by deadline and seek guidance from Awarding Body on further action	HoD, Teaching Staff



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Example risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to Awarding Body ones) to complete marking/paperwork so the examination office can process and send off marks ahead of Awarding Body deadlines.	Seek guidance from Awarding Body	HoD
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in.	Find candidate and ensure form is signed.	HoD, Teaching Staff
Teaching staff fail to complete authentication forms or leave before competing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of year.	HoD, Teaching Staff
Marking			
Teaching Staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult Awarding Body specification for appropriate procedure.	HoD
Centre does not run standardisation activity as required by the AB	Plan against the requirements for standardisation for the AB when and how this activity will be conducted	Check with Awarding Body whether a later standardisation event can be arranged	HoD

- *All tasks whether set by the Awarding Body or the Centre must be developed in line with the requirements of the specification