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LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

Controlled Assessment Policy

CARDINAL POLE CATHOLIC SCHOOL

Status
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APPROVED BY THE LOCAL GOVERNING BODY ON:.....30/09/2026.....

CHAIR OF GOVERNORS SIGNATURE:..... David R Evans. **.....**

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Mission Statement

Cardinal Pole Catholic School is a community of service guiding young people on a path to opportunity, aspiration and reward, founded on Catholic values.

Purpose of the Policy

This purpose of this policy is to:

- identify staff responsibilities in planning and managing GCSE controlled assessments;
- examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.

This policy complies with JCQ's 2025/26 General Regulations 5.8 in that the Centre is required to "have in place, and be available for inspection purposes, a **written** policy with regard to the management of GCSE controlled assessments".

What is Controlled Assessment?

Controlled assessment is a form of internal assessment where the control levels are set each stage of the assessment process: task setting, task talking and task marking. In some subjects, work will be marked by an awarding body. For most subjects, however, work will be marked by staff and moderated by the awarding body.

Controlled assessment has replaced Coursework in new GCSE specifications.

Controlled assessment measures subject skills that may not necessarily be tested by external assessment.

Depending on the level of control defined within the specification, controlled assessments may take place for example:

In a normal timetabled lesson or other defined session under supervised conditions; Entirely within the school building under supervision with controlled access to resources; or outside the school buildings and involve research with limited supervision.

Outlining staff responsibilities - GCSE controlled assessments

Senior Leadership Team

Accountable for the safe and secure conduct of controlled assessments.

Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)

Map overall resource management requirements for the academic year. As part of this 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 school etc);

- Ensure that all staff involved have a calendar of events;
- Create, publish and update an internal appeals policy for controlled assessments.

Heads of Departments

Decide on the awarding body and specification for a particular GCSE.

Standardise internally the marking of all teachers involved in assessing an internally assessed component.

Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.

Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.

Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

Teaching Staff

Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.

Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

Supply to the exams office details of all unit codes for controlled assessments.

Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.

Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.

Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.

Retain candidates' work securely between assessment sessions (if more than one).

Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.

Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

Exams Officer

Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

Download and distribute marksheets for teaching staff to use.

In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

SENCO

Ensure access arrangements have been applied for.

Work with teaching staff to ensure requirements for support staff are met.

Risk Management Process

Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	*Action*	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	HODs and SLT
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	HODs and SLT
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Teaching Staff/Facilities Management
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / Centre facilities		Teaching Staff/Facilities Management
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	Teaching Staff/RM
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Teaching Staff/RM
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Teaching Staff/RM/Exams Officer

Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	*Action*	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Teaching Staff
Control levels for task taking			
The 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	HODs/Teaching Staff
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HODs/Teaching Staff
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		HODs
A suitable supervisor has not been arranged for an assessment where teaching staff are **not** supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		HODs

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	HODs/Teaching Staff
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HODs

** All tasks whether set by the awarding body or the Centre **must** be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	HODs
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	HODs
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the Centre	HODs

Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	*Action*	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Teaching Staff
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	HODs
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Teaching Staff
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	HODs
AI Guidance/Policy	https://www.jcq.org.uk/wp-content/uploads/2024/02/AI-Use-in-Assessments_Feb24_v3.pdf	Teachers have been sent copies of the link with the up to date AI Policy	HODs/Teaching Staff

Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	*Action*	
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 re-marking Consult the awarding body's specification for appropriate procedures	SLT/HODs
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	SLT/HODs
Irregularities Identified	Ensures any irregularity identified by the report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body) centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures. Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/ blog/chatgpt/), 25/01/2023. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used.	Report to the awarding body any irregularities identified. Refer and report to the awarding bodies any AI Use in Assessments: Protecting the Integrity of Qualifications	SLT/HODs SLT/HODs