MANAGEMENT OF CONTROLLED ASSESSMENTS POLICY

Safeguarding is Everyone's Responsibility

Approved / Reviewed by	**Sarah Logan, January 2026**
Date of next review	**January 2027**

1. 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 2024-2025 **General Regulations** in that the centre is required to have in place "a written policy regarding the management of GCE and GCSE non-examination Assessments"

This policy does not cover specific Instructions for Conducting Examinations which are provided by JCQ and awarding bodies.

2. STAFF RESPONSIBILITIES IN PLANNING AND MANAGING GCSE CONTROLLED ASSESSMENTS

Directors

- 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 schools, parents and local authorities 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.
- Decide on the awarding body and specification for a particular GCSE. If in conjunction with schools, confer on the agreed exam board, requirements and logistics to ensure successful and compliant delivery
- Standardise internally the marking of all tutors involved in assessing an internally assessed component.
- Ensure that individual tutors fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual tutors 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.
- Supply to the exams office details of all unit codes for controlled assessments.

Tutors and Invigilators (where appropriate)

- 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.

- 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 tutors 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 Office Staff

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Complete marksheets on awarding bodies websites bodies before deadlines and distribute to staff.
- 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.
- 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.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with schools and tutoring 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	Directors, EO
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 sometime between them	Directors, EO
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	Directors
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		EO
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all	Book IT equipment well ahead and download tasks before scheduled	EO

	cases	date of assessment	
Tutors unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure tutors have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Sarah Logan
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	EO, SarahLogan
Absent candidates			
Candidates absent for all or part of assessment (various reasons	Plan alternative session(s) for candidates		Directors

Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure tutors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Directors, EO

Supervision			
Student study diary/plan not provided or completed	Ensure tutors 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	Directors
Tutors do not understand that the supervision of controlled assessments is their responsibility	Ensure tutors fully understand the nature of controlled assessments and their role in supervising assessments		Directors
A suitable supervisor has not been arranged for an assessment where tutors are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a tutor is not supervising, in line with the awarding body's specification		Directors

Task setting			
Tutors fail to correctly set tasks	Ensure tutors fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Directors
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	Directors

Security of materials			
Assessment tasks not kept secure before assessment	Ensure tutors fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	EO
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	Directors
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Directors, EO

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	Directors
Deadlines for marking and/or paperwork not met by tutors	Ensure tutors 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	Directors

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	Directors
Tutors fail to complete authentication forms or leave before completing the authentication process	Ensure tutors 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	Directors