Policy for the management of *non-examination assessments including controlled assessments and coursework*

2026-2027

This policy is reviewed annually to ensure compliance with current regulations

Role Responsible:	Vice Principal (Transition and Engagement)
Written by:	Vice Principal (Transition and Engagement)
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Approved by:	SLT
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Purpose of the policy

This purpose of this policy is to:

- *identify staff responsibilities in planning and managing NEAs including GCSE & GCE controlled assessments and coursework in accordance with regulation JCQ guidelines*
- *examine potential risks and issues relating to the implementation of controlled assessment for GCSE/GCE 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 *5.3* in that the centre is required to *"have in place, and be available for inspection purposes, a written policy regarding the management of non-examination assessments including controlled assessments and coursework*

This policy is written in conjunction with the latest JCQ instruction documents:

(i) Instructions for conducting non-examination assessments (GCE & GCSE specifications):

here

(ii) Instructions for conducting coursework:

here

Outlining staff responsibilities for NEAs (including controlled assessments and coursework:

Senior Leadership Team

(Claire Myers – Deputy Principal - acts as our Quality Lead)

- 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 Directors of Curriculum and Curriculum Managers and subject staff to schedule controlled assessments.

- Map overall resource management requirements for the academic year. Discussions to 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 college etc);

- Ensure that all staff involved have a calendar of events.

- Create, publish and update an internal appeals policy for controlled assessments.

Directors of Curriculum / Curriculum Managers

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

- 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 non-examination assessments (GCE & GCSE specifications)

- 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 (Support4Learning) for any assistance required for the administration and management of access arrangements.

Exams office 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.

- 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.

SENDCO / Support for Learning Manager

- Ensure access arrangements have been applied for.

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

Controlled Assessment Risk-Management Process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects and courses	Plan dates in consultation with college calendar – negotiate with other parties	Exams Manager Deputy Principal Vice Principal (Transition and Engagement) DOCs/CMs
Too many assessments close together across subjects or courses	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates time between assessments	DP, VP(T&E) and DOCs/CMs
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	DP, VP(T&E) DOCs/CMs

Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Exams Manager VP(T&E)
	Forward planning	**Action**	
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	Exams Manager IT staff
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	Exams Manager IT Staff
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Exams Manager IT Staff
Task sets have assessed tasks grouped with others	Download tasks well ahead of scheduled assessment date	Ensure teaching staff are aware tasks to be separated if being sat separately	Exams manager
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		DOCs / CMs

Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	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 N.B. retakes of controlled assessment are limited	Exams Manager

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/assessors are rotating tasks set and providing different assessments for each class where possible. Ensure assessments are reviewed where 'conflicts of interest' are identified to ensure different sets are then provided for assessment.	Seek guidance from the awarding body. Ensure tutors understand what is involved. Provide training if required.	Exams manager DOCs / CMs
Supervision			

Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	DP, VP(T&E) and DOCs /
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		DP, VP(T&E) and DOCs / CMs
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are **not** supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		Exams Manager
Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	**Action**	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification	Seek guidance from the awarding body	Exams Manager DP DOCs / CMs

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	Exams Manager VP(T&E) DP DOCs / CMs
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Exams Manager
Candidates' 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	Exams Manager
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Exams Manager

Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	**Action**	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	DP, VP(T&E) and DOCs / CMs

Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of Awarding Body deadlines	Seek guidance from awarding body	DP, VP(T&E) and DOCs / CMs Exams Manager VP(T&E)
Authentication			
Candidate fails to sign authentification 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	DP, VP(T&E) and DOCs / CMs
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors 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 season	Exams Manager DP, VP(T&E) and DOCs / CMs
Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	**Action**	

Marking			
Teaching staff/assessors 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	DoCs / CMs Exams Manager

Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	DP, VP(T&E) and DOCs / CMs