



RAINEY ENDOWED SCHOOL

CONTROLLED ASSESSMENT POLICY

Frequency of review	Annually			
Policy Owner	Sub Committee(s)	Last reviewed	Next review	Published
Mrs F Ferguson	Education Committee	May 2026	September 2026	Internal Handbook and External

The purpose of this Controlled Assessment policy is:
to ensure that the planning and management of controlled assessment is conducted efficiently and in the best interest of candidates
It is the responsibility of everyone involved in the Centre's examination processes to read, understand and implement this policy.

This Controlled Assessment Policy will be reviewed every two years by the Senior Leadership Team, Examinations Officer and Board of Governors.

This policy has been directly adapted from Document from CCEA entitled:
Conducting Controlled Assessments in CCEA GCSE Qualifications in 2022/23
Instructions for subject teachers, senior leaders, and Heads of Centre
Effective from September 2022

1. The basic principles of controlled assessment

What is controlled assessment?

Controlled assessment measures subject-specific skills that may not necessarily be tested by timed written papers.

What is the controlled assessment process?

There are three levels of control:

high;
medium; and
limited.

Rainey Endowed School adheres to the regulators'-controlled assessment regulations for GCSE qualifications.

This policy applies to all CCEA GCSE specifications with a controlled assessment unit/component.

2. Managing task setting

Is it permissible to give candidates a copy of the marking criteria?

Yes. Candidates should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified, candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

2.1 Issuing tasks

Teachers must ensure that they use the correct task for the year of submission.

What action should be taken if the wrong task is given to candidates?

The Centre must make arrangements for candidates to undertake the correct task. CCEA will do all it can to protect candidates' interests, but in some cases it may not be possible to accept work based on the wrong task. Centres should therefore take great care to ensure that they issue the correct task to candidates.

3. Managing task taking

3.1 Supervision

Invigilators and display of the JCQ www.jcq.org.uk [Unauthorised Items poster and Warning to Candidates](#), available at www.jcq.org.uk, are **not** required. Centres must ensure that supervisors are aware of subject-specific requirements.

Centres **must** also ensure that candidates understand what they need to do to comply with the regulations for controlled assessments. Candidates must be made aware that they:

- understand that information from published sources must be referenced;
- receive guidance on setting out references; and
- be aware that they must not plagiarize other material.

What does formal supervision (high level of control) actually involve?

The use of resources is tightly prescribed. The Centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the session(s);
- display materials which might provide assistance are removed or covered;
- there is no access to email, the internet, mobile phones or smart watches;
- candidates complete their work independently;
- interaction with other candidates does not occur; and
- no assistance of any description is provided.

What does informal supervision (medium level of control) actually involve?

Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres **must** always check the subject-specific requirements, as well as ensuring that:

- all candidates participate in the assessment;
- there is sufficient supervision to ensure that individual work can be authenticated; and
- the work that individual candidates submit for assessment is their own.

What does limited supervision (limited level of control) actually involve?

Work may be completed outside of the Centre without direct supervision. Where limited control is specified, candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction; and
- work in groups.

3.2 Advice and feedback

Centres should advise candidates on aspects such as those listed below before controlled assessment work begins:

- sources of information;
- how to reference sources;
- relevance of materials/concepts;
- structure of the response (for example chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations; and
- security of their work.

Centres **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings) unless the specification or subject-specific guidance states otherwise.

What advice and feedback can I give to candidates during the task-taking stage?

The task-taking stage of controlled assessment may involve sub-stages, each of which may be subject to a different level of control.

If a high level of control is specified, you must not provide advice or feedback of any description.

If medium or limited control is specified, some categories of advice/feedback are permitted. The following table provides general guidance, but there are some exceptions. **Centres must refer to the relevant specification or subject-specific guidance for confirmation.**

Category of advice/feedback	High control	Medium control	Limited control
Review candidates' work and provide oral and written advice at a general level.	✗	✓	✓
Evaluate progress to date and propose broad approaches for improvement.	✗	✓	✓
Allow candidates to revise and redraft work.	✗	✓	✓
Provide detailed, specific advice on how to improve drafts to meet assessment criteria.	✗	✗	✗
Give detailed feedback on errors and omissions which leaves candidates with no opportunity to show initiative themselves.	✗	✗	✗

Intervene personally to improve the presentation or content of work.	x	x	x
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What if a candidate requires assistance over and above that allowed by the specification?

Before giving additional assistance beyond that described in the specification or subject-specific guidance, teachers must ensure that there is provision to record this assistance. Details must be documented on the CCEA Candidate Record Sheet or eCRS. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

What are the rules on redrafting?

Particular care is needed when drafting is one of the skills being assessed. In this situation:

- the assessment criteria will allow credit to be given where there is evidence of drafting and redrafting; and
- teachers must undertake an interim assessment of candidates' work.

Candidates must use their own initiative when redrafting, without assistance from the teacher.

When drafting is **not** one of the skills being assessed, and dependent on the controls under which work must be completed, teachers may review candidates' work and provide advice at a **general level** unless the specification or subject-specific guidance states otherwise. Feedback must not be given on work completed in controlled conditions unless the specification states otherwise.

How should contact between the teacher and the candidate be monitored and recorded?

Where this may affect the marks awarded, the teacher should keep a record of feedback and advice provided to groups of candidates and to individual candidates. When group work is permitted, the teacher's record must describe the contribution to any group work of any candidate who has received assistance and how this has impacted on the marks awarded.

3.3 Resources

What resources are allowed under each level of control?

High control (formal supervision)	• The use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes where these are permitted by the specification. • Access to the internet is not permitted. • If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all material stored on the devices is permissible.
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Medium control (informal supervision)	• Candidates normally have unrestricted access to resources available at the Centre and via the internet. There are some exceptions. • Centres should refer to specifications and subject-specific guidance.
Limited control (limited supervision)	• In many subjects, candidates will need to gather information from published sources when researching and planning their tasks. • Candidates are allowed unrestricted access to the internet and any electronic and printed resources available to them.

Are candidates allowed to introduce new resources between formally supervised sessions?

No. Candidates are not allowed to add to notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected and stored securely at the end of each session:

- the work to be assessed; and
- preparatory work.

Additional precautions need to be taken if the Centre permits candidates to use computers to store preparatory work and/or word process their work for assessment (see **Section 3.9**).

The Centre is responsible for establishing and implementing procedures to ensure that:

- all work which will be assessed is completed under formal supervision; and
- candidates are not able to access preparatory work between supervised sessions.

Do candidates need to keep a record of work completed under informal and/or limited supervision?

The work submitted for assessment must include references where appropriate. To facilitate this, each candidate must keep a detailed record of their own research, planning, resources etc. The record must include all the sources used, including books, websites and DVDs.

How should sources be acknowledged?

Please refer to the Guidance on Controlled Assessment sections of the CCEA GCSE specifications.

3.4 Word and time limits

Specifications and subject-specific documentation include guidance on appropriate word limits or time limits.

How can centres impose time limits?

Centres are responsible for ensuring that candidates adhere to the time limits when high control (formal supervision) or medium control (informal supervision) is specified. When work is done under limited control, the specified timings are for guidance only (unless otherwise stated in the specification), but centres should discourage candidates from exceeding them.

3.5 Scheduling

What can centres do to reduce logistical problems?

1. Some candidates will be entitled to extra time. Take account of the subjects affected and the number of candidates involved when drawing up the schedule.
2. Take account of the likelihood that some candidates will be absent for one or more of the sessions that require supervision. They will need to be given an opportunity to make up the missed time. Identify options for accommodating occasional absence and assess the likely impact of each option on staff, candidates and IT resources.
3. Spread controlled assessment across Years 11 and 12, and co-ordinate departmental timetables so that candidates are not doing controlled assessment in several subjects at the same time.

Review the centre's day-to-day procedures with respect to IT security and storage of confidential materials. Provided that day-to-day security arrangements are sufficiently robust, there is no requirement to implement additional measures for controlled assessment. For example, there is not a requirement for each candidate to have a different login name and password for each controlled assessment subject

3.6 Collaboration and group work

When is group work permitted?

Candidates are free to collaborate when carrying out research and preparatory work under limited supervision.

Where the specification permits, some parts of assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Each candidate must write up their own account of the assignment. It is acceptable for all members of the group to record the same data or research, but each candidate must use their own words to describe how this information was obtained and draw their own conclusions. Where candidates are required to construct an artefact, they may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

How is credit apportioned to individual candidates?

The Centre and subject teacher are responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

3.7 Authentication procedures

How is candidates' work authenticated?

Each candidate **must** sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

All teachers **must** sign the declaration of authentication after the work has been completed, confirming that the work:

- is solely that of the candidate concerned; and

- was completed under the required conditions.

Teachers **must** be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities.

What if the teacher has doubts about the authenticity of the work?

If you are unable to confirm that the work presented by a candidate is their own:

- do not accept the candidate's work for assessment; and
- record a mark of zero for internally assessed work.

If you are concerned that malpractice may have occurred, or if you are unable to authenticate the work for any other reason, you **must** inform a member of the senior leadership team

3.8 Keeping materials secure

What constitutes secure storage in the context of controlled assessment?

Secure storage is defined as a securely locked cabinet or cupboard (where work is stored in hard copy format).

What if candidates' preparatory work and/or work for assessment is in an electronic format?

Centres must take steps to ensure that they meet the requirements for secure storage described above. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the Centre's IT network. If a memory stick is being used to store candidates' work, centres must ensure the security of work already saved when the memory stick is being accessed by candidates.

Are teachers allowed to take work home to mark?

Yes, provided that they take sensible precautions regarding its security and confidentiality.

When can marked work be removed from secure storage?

Internally assessed work that is not required for moderation purposes and work returned to centres after moderation **must** be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post- results services have been requested, internally assessed work may be returned once the enquiry about results and any subsequent appeal have been completed.

Centres must remind candidates to keep their own work secure at all times and not share completed or partially completed work online on social media or through any other means.

When can preparatory work be removed from secure storage?

Preparatory work should remain in secure storage until marks have been submitted to CCEA, unless the subject specification requires storage of preparatory work for possible further authentication purposes. Where this is required, preparatory work must be stored securely until all possible post-results services have been exhausted.

4. Managing task marking

4.1 Internally assessed units/components

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotation should be used to provide evidence to indicate **how** and **why** marks have been awarded. This will facilitate the standardisation of marking in the Centre and enable the moderator to check that marking is in line with the assessment criteria. If the moderator cannot find evidence to justify the marks awarded to a candidate, the work may be returned to the Centre for further explanation, or the mark may be adjusted.

4.2 Annotation and marking

What is the correct procedure if a candidate submits little or no work?

Candidate submits no work whatsoever	When marks are submitted to CCEA, the candidate must be recorded as absent (<u>and not awarded a mark of zero</u>).
Candidate submits very little work	If some work has been produced, it must be assessed against the assessment criteria and mark scheme. The appropriate mark must be awarded. If none of the work submitted is worthy of credit, a mark of zero must be given.

Is the Centre required to tell candidates what marks they have been awarded?

Yes. The Centre **must** inform candidates of their Centre assessed marks, as a candidate is allowed to request a review of the Centre's marking **before marks are submitted to CCEA**.

Centres must also make it clear to candidates that any Centre assessed marks are subject to change through the moderation process.

What is the correct procedure for a candidate requesting a review of the Centre's mark?

Any review **must** be undertaken **before marks are submitted to CCEA**.

See Internal Appeals Policy.

What is the correct procedure where a teacher teaches their own child?

The Centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

4.3 Internal standardisation

Teachers must indicate on candidates' work, or on the cover sheet, the date when the work was marked.

It is important that all teachers involved in assessing a unit/component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place.

4.4 Submitting marks and work for moderation

1	Set internal deadlines that will allow your Centre to accommodate any candidate requests for reviews of marking and to meet the deadline for the submission of marks and candidates' work, as published by CCEA.
2	Follow CCEA's instructions regarding the submission of marks. This is normally done electronically. It is the responsibility of centres to carefully check the marks they are submitting to CCEA in order to minimize errors. Marks for all candidates, not just the sample submitted, must be checked by the Centre for both addition and transcription errors before submission.
3	Submit supporting documentation required by CCEA: authentication of candidates' work; confirmation that internal standardisation has been undertaken; and any subject-specific information.

Is it possible to obtain an extension to the deadline for submission of marks?

Where a Centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. This is at the discretion of CCEA.

The Centre must contact CCEA as soon as possible to request an extension. The timely release of examination results will be put at risk if the deadlines for submission of marks and samples are not adhered to.

4.5 Storing and retaining work after submission of marks

Moderation sample	Keep a record of names and candidate numbers for candidates whose work was included in the sample. This information may be needed if a review of moderation is made. CCEA will return your moderation sample at the earliest opportunity after the deadline for enquiries about results or after any appeal, malpractice or other results enquiry has been completed, whichever is later.
Marked work	Retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work – whether or not it was part of the moderation sample. Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place.

5. Access arrangements

In principle, if a candidate has an access arrangement as part of their normal way of working within the Centre, a similar arrangement will normally be permitted for written examinations and controlled assessment. **Centres must apply for access arrangements in advance of examinations and controlled assessments.**

How can centres prepare themselves to cater for candidates with access arrangements?

When drawing up the schedule for controlled assessment sessions, take account of the fact that candidates entitled to extra time will need to be supervised.

The SENCo must ensure that all relevant staff are aware of any access arrangements that need to be applied during a controlled assessment session.

6. Special consideration

The JCQ document [A guide to the special consideration process](http://www.jcq.org.uk), available at www.jcq.org.uk, provides detailed information.

6.1 Absence

If candidates are absent, will they be eligible for special consideration?

Short-term occasional absence	The candidate was unexpectedly absent for one or more of the controlled assessment sessions that require supervision.	Not eligible for special consideration. The candidate should be given an opportunity to make up the missed time.
Joined the course at a late stage (see Section 11 for candidates who move centres)	The candidate was absent for some of the controlled assessment sessions that require supervision because they joined the course at a late stage.	Not eligible for special consideration. The candidate should be given an opportunity to make up the missed time, if feasible.
Longer-term absence prior to the terminal examination series	The candidate was absent for acceptable reasons when their peers undertook a controlled assessment unit/component. The unit/component was being submitted prior to the terminal examination series. There will be another assessment opportunity prior to the series in which the candidate certificates.	Not eligible for special consideration. The candidate should submit the unit/component in a subsequent examination series.

Longer-term absence during the terminal examination series	The candidate was absent for acceptable reasons when their peers undertook a controlled assessment unit/component and was unable to complete the work at a later date, prior to the end of the published window. The unit/component was being submitted in the terminal examination series. As this is the candidate's terminal examination series, there will be no further assessment opportunity to complete the work.	May be eligible for special consideration provided the published criteria are met.
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What are the criteria for a candidate who has been absent to be eligible for special consideration?

The candidate has covered the whole GCSE course and has been fully prepared for the relevant controlled assessment unit/component.

The candidate was unable to complete the relevant assessment **during the certification series** at the same time as their peers for an acceptable reason, i.e. a temporary injury, illness or other indisposition (where the assessment was scheduled for a restricted period of time).

The Centre has taken all reasonable steps – including the consideration of a short extension – to try to accommodate the candidate in completing the controlled assessment unit/component in a subsequent supervised session.

The Centre can clearly set out why the controlled assessment unit/component could not be completed in the terminal examination series by means of an agreed extension.

The candidate meets the published criteria for enhanced grading.

The Centre supports the application for special consideration.

Are there any circumstances in which CCEA will accept a reduced quantity of work?

Yes, provided that **all** the following criteria are met:

The specification requires completion of more than one piece of work.

All pieces of work are assessed against the same criteria.

The candidate has completed at least one piece of work and all the assessment objectives have been covered at least once.

6.2 Loss of work

What are the criteria for a candidate whose work has been lost to be eligible for special consideration?

Candidate responsible for loss	The loss is a consequence of negligence on the part of the candidate.	Not eligible for special consideration.
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Centre responsible for loss	The loss is not a consequence of negligence on the part of the candidate. The Centre is able to verify that the work was completed or partially completed and had been monitored while it was in progress.	Eligible for special consideration.
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What is the procedure for requesting special consideration for a candidate whose work has been lost?

Obtain guidance	Refer to the JCQ document A guide to the special consideration process , available at www.jcq.org.uk
Report the loss	Submit Form 15 – JCQ/LCW to CCEA.
If the work had been marked before it was lost or damaged	Submit the mark in the usual way. Submit Form 15 – JCQ/LCW to the moderator and CCEA by the deadline for submission of marks.
If the work had not been marked before it was lost or damaged	Submit an estimated mark on Form 15 – JCQ/LCW . Base the estimate on the teacher's assessment of the work actually seen. Do not attempt to estimate marks for work not seen.
If only part of the work is lost	Seek further guidance from CCEA.

7. Making a fresh attempt

Are there any circumstances under which a candidate can produce a new piece of work before the submission of marks to CCEA?

If the Centre is willing to undertake additional supervision and/or marking, it may be possible for the candidate to make a fresh attempt.

Is it permissible for a candidate to make a fresh attempt at a task requiring high control (formal supervision)?

The candidate is **not** allowed to make another attempt at the same task or enhance the work already submitted. **They are allowed to attempt a different task provided that a valid alternative is available for the series concerned.** The candidate may reuse the research already undertaken if it is relevant to the new task.

Is it necessary to provide an alternative task when work is produced under medium control (informal supervision)?

No. The candidate is allowed to amend and improve their work, provided that the feedback and advice they receive is in line with the requirements of the specification and subject-specific guidance.

8. Malpractice

This policy should be read in conjunction with RES Malpractice Policy document.

For detailed guidance on dealing with suspected malpractice, see the JCQ document available at www.jcq.org.uk

https://www.jcq.org.uk/wp-content/uploads/sites/2/2026/05/Malpractice_26_FINAL.pdf

Candidates must not:

- submit work which is not their own;
- make their work available to other candidates in any way;
- allow other candidates to have access to their own independently sourced material;
- assist other candidates to produce work;
- use books, the internet or other sources without acknowledgement or attribution;
- submit work that has been word processed by a third party without acknowledgement; or
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarize others' research.

Candidates **must not** post their work on social media.

Heads of Centre and senior leaders **must** ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Teaching staff **must**:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations;
- escalate and report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to CCEA; and
- not publish candidates' work until after the closing date for the submission of marks.

What should a Centre do if it suspects malpractice?

Irregularities identified by the Centre before the candidate signs the authentication statement (where required)	The Centre should deal with the irregularity under its own internal procedures. There is no requirement to report the irregularity to CCEA. (The only exception to this is where CCEA's confidential assessment material has been breached. The breach must be reported to CCEA.) Details of any work which is not the candidate's own must be recorded on the record form.
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Irregularities identified by the Centre after the candidate has signed the authentication statement (where required)	The Head of Centre must notify CCEA at the earliest opportunity using Form JCQ/M1 . CCEA will ask the Head of Centre to collect the relevant information, which will be reviewed by CCEA. If malpractice is found, CCEA will apply a penalty.
Irregularities identified by an examiner or moderator after the candidate has signed the authentication statement (where required)	CCEA will ask the Head of Centre to collect the relevant information, which will be reviewed by CCEA. If malpractice is found, CCEA will apply a penalty.

What penalty is applied when malpractice has occurred?

If a breach of the regulations on the part of the candidate is discovered **after** a candidate has signed the authentication statement, CCEA will apply **one** of the following penalties:

the piece of work will be awarded zero marks;

the candidate will be disqualified from that unit/component for that examination series;

the candidate will be disqualified from the whole subject for that examination series; or

the candidate will be disqualified from all subjects and barred from re-entering for a period

9. Enquiries about results services

For detailed information on enquiries about results services, you should refer to the JCQ document [Post-Results Services, Information and guidance for centres](http://www.jcq.org.uk) available at www.jcq.org.uk

The following post-results services may be requested.

Internally assessed components	Service 3 – Review of moderation: This service is not available if no adjustment was made to the centre's marks as a result of the original moderation. <u>A review of moderation is not available for an individual candidate.</u>
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What is the procedure for obtaining a review of moderation?

Request a review of moderation	Submit a request for Service 3 – Review of moderation. CCEA will review the moderation of the work in the original sample.
Receive outcome of review	You will be notified of the outcome. Feedback will normally be provided.

Why is the original moderation sample required?

This is a review of the original moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. **It is not a re-moderation of candidates' work.**

CCEA will have trained its reviewers to conduct reviews of moderation accurately and consistently.

Where a re-moderation is on a unit involving visiting moderation, the original sample of work must have been stored securely. If there is evidence that work has been returned to candidates, the enquiry will be cancelled.

10. Other issues

What happens if, after submission, it is discovered that the wrong task was given to candidates?

The Centre **must** submit an application for special consideration. CCEA does all it can to protect candidates' interests, but in some cases it may not be possible to accept work based on the wrong task. Centres **must** therefore take great care to ensure that they give candidates the correct task for the year of submission. **See Section 2.1 for further information.**

Can excluded pupils, private candidates and those who do not attend school for whatever reason do controlled assessment?

You should refer to the relevant specification and/or subject-specific guidance in the first instance. Some specifications will not be available to candidates outside mainstream education because of the specific nature of the controlled assessment. Where the specification is available to those outside of mainstream education, the Centre that makes the entry for the controlled assessment unit(s)/component(s) **must** arrange for supervision, authentication and marking.

What happens if a candidate moves to a different Centre during the course?

Possible solutions depend on the stage of the course at which the move takes place. Contact CCEA as early as possible for advice about individual case.