

CONTROLLED ASSESSMENT POLICY

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1. Purpose of this policy

This policy outlines expectations for teachers overseeing controlled assessments, non-examination assessments (NEAs) and coursework. This applies to elements of GCSE and A-level courses, and to IBDP and BTEC programmes in full.

2. Key Guidance

The following points outline the procedures for Controlled Assessment at Oakham School:

- Work is written as required by the specifications and in conditions ensuring that it is the unassisted work of the pupils.
- Written work is produced in normal class time, over one or more sessions, the work being kept secure between lessons (language orals may be conducted out of class time).
- Pupils are supervised at all times unless this is inappropriate to the subject.
- For Art and Design, and Design and Technology, work is produced in lessons and for prep throughout the course, with the authenticity of the work being validated by teachers who must monitor it at all stages.
- The work is produced within the required time limits: the required allowance for 'extra time' candidates is built into the timing, and additional sessions are provided for any pupils who have missed sessions owing to absence.

3. Responsibilities

HoD duties

The Head of Department (HoD), in consultation with the Deputy Head Academic or Director of Studies for GCSE, A level and BTEC, or the IBDP Coordinator for IB pupils, and in line with the school calendar, is responsible for scheduling and managing the timing of preparation and work sessions.

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No provision is made for pupils to repeat or replace Controlled Assessment work once it has been completed.

Heads of Department must ensure that they and all involved colleagues are aware of the regulations and procedures relating to Controlled Assessment and coursework in their subject areas, including the general guidance and regulations produced by JCQ (see sections below for further details) and the IBO.

The Head of Department liaises with the Examinations Office to ensure the safe and punctual dispatch of marks and any materials required by examination board.

Where a coursework is to be completed over an extended period of time, pupils must be aware of the progress expected at each stage and, if they fall behind at any point, remedial action should be taken and the tutor informed: it is the responsibility of the Head of Department to ensure that any 'staging posts' in this regard have been defined, and of the teacher to monitor progress relative to those staging posts.

Teacher duties

Teachers supervising controlled assessment or coursework should ensure that pupils are aware of any rules, such as those published by JCQ, any relating to plagiarism or as outlined in the Academic Honesty Policy, associated with its completion, and be reasonably vigilant in checking for plagiarism whilst the work is being done.

Teachers should keep clear records of the support provided and of any feedback sessions, ensuring that these are appropriate to the coursework in question and provided consistently and fairly to all pupils; should a pupil miss a session through illness or other approved absence, all reasonable attempts should be made to provide another one.

Following JCQ regulations, pupils submitting little, or no, work should be assessed as follows:

- If a pupil submits no work whatsoever, they must be recorded as absent (and not awarded a mark of zero);
- If some work has been produced, it must be assessed against the assessment criteria, and an appropriate mark awarded; if none of the work submitted is worthy of credit, a mark of zero must be given.

Informing pupils of their marks

Pupils must be informed of centre-assessed marks, as candidates are allowed to request a review of the school's marking before marks are submitted to the awarding body. Details of the appeals process are covered in the Coursework Appeals Policy, and the JCQ FAQ document Notice-to-Centres-Informing-candidates-of-their-centre-assessed-marks.

It must be made clear to students that any school-assessed marks are subject to change through the moderation process.

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When a teacher teaches their own child, the School must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

4. Links to relevant guidance

As detailed above, HoDs and teachers involved with controlled assessment must ensure they are fully aware of, and carefully follow, latest guidance from the relevant authority, as linked below:

- JCQ ¹²³
- CAIE ⁴
- IBDP ⁵

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¹ JCQ guidance applies to AQA, Pearson Edexcel, Pearson BTECs and OCR exam boards.

² <https://www.jcq.org.uk/exams-office/non-examination-assessments/> Includes guidance on: Instructions for conducting non-examination assessments (GCE, GCSE and VTQs) 2025-2026; Informing candidates of their centre-assessed marks; Review of marking templates; Notification of lost centre assessed work (entitled Form 15); Sharing NEA material and candidates' work; and Reasonable adjustments for GCE A-level Sciences.

³ <https://www.jcq.org.uk/exams-office/coursework/> detail JCQ guidance on coursework.

⁴ <https://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-3-coursework-and-moderation/>

⁵ For guidance on IBDP coursework, IAs, please see the latest IBO guidance for your subject, as specific guidance is issued annually. Any queries should be addressed to the IBDP Coordinator.