



Enniskillen Royal Grammar School

Coursework/Controlled Assessment Policy

Introduction

- The term 'coursework' refers to the range of activities and processes arising from the programmes of study which are undertaken by pupils and assessed by the teacher during the course.
- It is vital that such activities, which are part of the educational experience of all pupils throughout their school career, are embedded in classroom practice and arise naturally from a planned process of teaching and learning.
- In this policy document there is particular emphasis on the coursework submitted by pupils for public examinations which provides pupils with an alternative means of showing the level of their skill and understanding.
- **It is recognised that any policy document on coursework must be flexible as the production of coursework is managed in different subjects in a variety of ways, in line with the guidance given in the specification for the qualification. However, it is important to establish a number of guiding principles which are clearly relevant to all subject areas.**
- Controlled assessment is a revised approach for those GCSE Subjects which require internal assessment. It aims to represent a more integrated approach to teaching, learning and assessment. At the same time it is a tightening of the circumstances in which students, over a period of time, complete those aspects of the subject which are usually marked by the teacher. Controlled assessment regulations set out the levels of control for individual subjects. These levels of control seek to address issues of authenticity, plagiarism and comparability of process and demand across specifications in the same subject offered by different awarding bodies.

Aims of Policy

The aim of this policy is to ensure that:-

- There is a consistent policy which is applied across departments and in the school as a whole in relation to coursework/ controlled assessment, taking into account

the differing requirements within each subject and ensuring adherence to the general requirements established by JCQ and the examination boards.

- Pupils are given appropriate guidance and support in order to achieve the highest quality of coursework/ controlled assessment of which they are capable.
- Staff and pupils are clear about the procedures to be implemented in the event of a pupil not adhering to the regulations governing coursework/ controlled assessment.

Organisation and Management of Coursework /Controlled Assessment

Roles and Responsibilities

The Head of Centre/Principal and Senior Leadership Team, working with the Examinations Officer will take the lead in:-

- Ensuring that all assessments comply with JCQ guidelines and the awarding bodies' subject-specific instructions by highlighting all relevant publications.
- Ensuring that Curriculum Leaders and through them teaching staff who are delivering /assessing coursework or non-examination assessments are aware of the potential for malpractice, have robust processes in place for identifying plagiarism or other potential candidate malpractice such as the use of AI and understand the procedures to follow if malpractice is suspected.
- Coordinating with Curriculum Leaders a coursework/ controlled assessment timetable to ensure as far as possible a reasonable spread of assessments throughout Key Stage 4 and Key Stage 5 and to take account as far as possible of other events in school life. In this respect it is important that staff who are planning events which necessitate taking pupils out of class give as much notice as possible of the dates of these events.
- Communicating with parents about coursework/ controlled assessment and its requirements with particular reference to the central importance of good attendance in the management of this aspect of school life.
- Identifying and resolving resource issues such as access to ICT facilities.
- ***Implementing a review of the Centre's marking of controlled assessment in any subject area where a candidate wishes to request a review Appendix 2***
- Maintaining an internal appeals policy for coursework/ controlled assessments. Appendix 1
- Ensuring that all allegations of malpractice are investigated in accordance with JCQ guidelines

The Curriculum Leader will take the lead in:-

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

- Ensuring that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Supply to the Examinations Officer details of all unit codes for coursework/controlled assessments.
- Planning the coursework/controlled assessment, taking into account the accommodation and resources required. This will also involve building in some flexibility into the schedule for assessment for contingency planning.
- Ensuring that the coursework/controlled assessment is incorporated into the scheme of work to provide a coherent sequence of learning and to ensure that students are well-prepared for the coursework/controlled assessment.
- Ensuring that all members of staff highlight the potential for malpractice, such as plagiarism or the misuse of AI, of the processes in place for identifying malpractice and the possible consequences, with their pupils. Teachers should actively use the JCQ documents Plagiarism in Assessments <https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/> and AI Use in Assessments: Protecting the Integrity of Qualifications https://www.jcq.org.uk/wp-content/uploads/2025/04/AI-Use-in-Assessments_Apr25_FINAL.pdf to teach their pupils about how to avoid malpractice through plagiarism and the misuse of AI in assessments.
- Ensuring that individual teachers in their subject area understand their responsibilities regarding coursework/controlled assessment, including the procedures to follow if malpractice is suspected.
- Ensuring that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- ***Ensuring that individual teachers have appropriate training in the marking of the coursework/controlled assessment in line with the awarding body's specification and subject-specific documentation.***
- Ensuring that confidential materials/tasks set by awarding bodies are distributed in sufficient time to prepare for the coursework/assessment(s) and ensuring that such materials are stored securely at all times.
- Ensuring that students are clear about the assessment criteria which they are expected to meet in their coursework/controlled assessments.
- Standardising internally the marking of all teachers involved in assessing an internally assessed component.
- ***Reviewing the marks of a colleague in the subject department if a candidate requests a review***

Subject teachers will ensure that they:-

- Understand and comply with the general guidelines contained in the JCQ publications *Instructions for conducting coursework and Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting coursework/ controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Actively use the JCQ documents Plagiarism in Assessments <https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/> and AI Use in Assessments: Protecting the Integrity of Qualifications; https://www.jcq.org.uk/wp-content/uploads/2025/04/AI-Use-in-Assessments_Apr25_FINAL.pdf to teach their pupils what is acceptable and not, what constitutes plagiarism, and how to properly acknowledge the use of sources including websites, along with the risks of using AI, when it may be used or not and how its use should be acknowledged.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows. **In situations of formal supervision (high level of control) students should be asked not to bring any electronic device (mobile phone, MP3 Player, I-pod Smart watch) into the room. Any display material in the teaching environment which might provide assistance must be removed or covered.**
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Ensure that students are aware of the JCQ regulations concerning malpractice and that they must not
 - ❖ submit work which is not their own.
 - ❖ lend their own work to others or allow their work to be copied
 - ❖ allow other candidates access to, or the use of, their own independently sourced material or assist others in the production of coursework
 - ❖ use any books, internet, or other sources such as AI without proper acknowledgement or attribution
 - ❖ submit work word processed by a third party without acknowledgement.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams officer to the awarding body when required, keeping a record of the marks awarded.
- ***Inform students of their centre-assessed mark in a timely fashion Appendix 2***

- Ensure that the work they mark is the students' own and deal with any suspected incident of malpractice according to the relevant JCQ guidelines.
- Retain candidates' work in controlled assessment securely between assessment sessions (if more than one) according to JCQ guidelines. **Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet. Work stored on memory sticks should be collected in at the end of each session.**
- 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.
- Liaise with the Head of Centre and Learning Support Co-Ordinator regarding the administration and management of access arrangements.

The Examinations Officer will ensure that:-

- Students are entered for individual units, whether assessed by coursework/ controlled assessment or external assessment before the deadline for final entries.
- Students' 'cash-in' codes for the terminal exam series are entered
- Confidential materials are kept in safe and appropriate storage and distributed according to the regulations. Material to be dispatched will also be sent according to the regulations.
- Marksheets are distributed to staff, collected and sent to awarding bodies before deadlines.

The Learning Support Co-Ordinator working with the Head of Centre will ensure that:-

- access arrangements have been applied for as appropriate

Pupils

- Pupils will ensure that they adhere to the regulations relating to coursework/ controlled assessment. Coursework/ Controlled assessment must be the pupil's own work and should meet the assessment criteria. **In situations of formal supervision no electronic devices such as mobile phones, MP3 players, Smart watches or I-pods may be brought into the classroom.**
- Pupils should be aware of the crucial importance of good attendance in the management of coursework/ controlled assessment. All routine appointments should be kept outside the school day to avoid clashes with assessment tasks.
- Where the absence is unavoidable an alternative session may be organised but this should be the exception rather than the rule.

Re-working and re-sitting controlled assessment units

In order to ensure that controlled assessment is manageable for pupils and staff alike the school policy is that pupils will generally not be permitted to re-do a controlled assessment task outside the planned assessment period. However this may be reviewed in exceptional circumstances. At all times this will be at the discretion of the centre and if it is to be permitted the re-submission will be in line with the conditions set down in the JCQ Instructions for completing controlled assessments.

This policy will be reviewed annually.

**Reviewed
January 2026**

Appendix 1

Appeals procedure relating to internal assessments conducted within Enniskillen Royal Grammar School and submitted to an awarding Body to contribute to a GCSE, GCE, or Vocational Award

INTRODUCTION

The coursework/controlled assessment policy of Enniskillen Royal Grammar School aims to provide a number of core guiding principles to ensure that there is a consistent approach to coursework/controlled assessment across departments and in the school as a whole and that both staff and pupils are clear about the procedures associated with coursework/controlled assessment. It acknowledges that the production of coursework/controlled assessment is managed in a variety of ways in different subjects and that staff also take careful account of the guidance given in the specification for the qualification concerned.

In the event that a pupil feels that the procedures outlined in the coursework/controlled assessment policy and/or guidance given in the specification concerned have not been followed (s)he may make use of the appeals procedure relating to internal assessment. It is important to note that this appeals procedure deals solely with appeals against the process that led to the assessment and not against the mark or grade awarded. ***Appendix 2 deals with a request for a review of the centre's marking.*** A copy of this appeals procedure will be made available to all examination candidates.

PROCEDURE

1. An appeal is to be made at least two weeks before the end of the last externally assessed paper in the examination series.
2. An appeal is to be made in writing to the Principal who will manage the internal appeals procedure. Formal notification of an appeal should include the following information
 - Name and examination number of the candidate
 - Title of subject and level of coursework/controlled assessment
 - Date of final submission of coursework/controlled assessment
 - Full description of reason for appeal
3. An appeals panel will consider all internal appeals. The panel will consist of the Principal, Vice-Principal, the Examinations Officer and a member of the Board of

Governors. If one of these was directly involved in the internal assessment under appeal the Principal will appoint another member of staff of suitable seniority to the panel.

4. At the meeting of the appeals panel the appellant may be supported in the presentation of his/her case by a parent/guardian/friend. (S)he will be invited to set out his/ her case to the panel. The panel will consider in private after the appellant withdraws whether the process used for internal assessment conformed to the requirements of the awarding body.
5. The appellant will be informed in writing of the outcome of the appeal. This will include a written record of the appeal and the reasons for the outcome. If there is a change to the allocated mark, the awarding Body will be informed at the same time. This may necessitate changes to the grades of other students in the group.
6. A written record of the appeal will be kept and made available to the awarding body on request

Appendix 2

Review procedure in the event of a student requesting a review of the centre's marking.

A copy of this review procedure will be made available to all examination candidates.

Enniskillen Royal Grammar School is committed to ensuring that whenever its staff mark candidates work , this is done fairly, consistently and

- ***Teachers should inform students of their centre assessed marks before marks are submitted to the awarding body.***
- ***Students should be informed in a timely fashion to allow sufficient time for a review to be carried out, if requested, to make any necessary changes to marks and to inform the student of the outcome, all before the awarding body's deadline.***
- ***Students should be informed that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment. The School will, having received a request for materials, promptly make them available to the candidate. This will either be the original views under supervised conditions or copies. The School will provide candidates with sufficient time , normally at least five working days, to allow them to review copies of material and reach a decision.***
- ***A student wishing to request a review of their marks should do so in writing to the Head of Centre, explaining the grounds on which they wish to request a review. The School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline.***
- ***The Head of Centre will nominate an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review to carry out the review.***

- *The reviewer must ensure that the student's work is consistent with the standard set by the centre.*
- *The reviewer will normally be the Curriculum Leader: in the event that the Curriculum Leader's marks are under review the Head of Centre will nominate another suitably qualified colleague in the subject department to carry out the review.*
- *The Head of Centre will inform the student of the outcome of the review in writing. A written record of the review will be kept and made available to the awarding body on request.*
- *The Centre will make it clear to candidates that any centre assessed marks are subject to change through the moderation process.*