

Controlled Assessment Policy

Aligned with Ofsted, NCFE, SEND Code of Practice, Equality Act, and KCSIE

This is a controlled document and, as such, will be kept read only. Any changes must be approved by the Author.

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CONTROLLED ASSESSMENT POLICY

1. INTRODUCTION

Hatfield Wick Education is committed to providing all learners with equal opportunities to achieve their potential in controlled assessments. This policy ensures that controlled assessments are conducted with integrity, equity, inclusivity, and security.

This policy aligns with the requirements of awarding organisations including NCFE, JCQ regulations where applicable, the Equality Act 2010, the SEND Code of Practice, OFSTED expectations, and KCSIE.

2. OBJECTIVES

This policy aims to:

- Ensure controlled assessments are conducted fairly, ethically, securely and in accordance with the awarding organisation requirements.
- Provide support and reasonable adjustments for learners with SEND, in line with the SEND Code of Practice and the Equality Act.
- Safeguard the integrity of the assessment process, in line with KCSIE and NCFE standards.
- Protect learner welfare during assessment activities.

3. ROLES AND RESPONSIBILITIES

Head of Centre

- Ensure compliance with **JCQ** and awarding organisation guidelines.
- Maintain the integrity and security of assessment processes.
- Report suspected malpractice to the awarding organisation where required.

Subject Leads

- Select awarding bodies and specifications that align with learners' needs and educational goals.
- Coordinate internal standardisation of marking to ensure consistency.
- Provide guidance to teachers on controlled assessment procedures.

Teachers

- Conduct assessments in accordance with **JCQ** and awarding body requirements.
- Implement access arrangements for learners with SEND, in collaboration with the SEND Coordinator.

- Authenticate learners' work and securely store assessment materials.

SEND Coordinator

- Identify and apply reasonable adjustments for learners with disabilities or special educational needs.
- Ensure learners have access to necessary support during assessments.
- Liaise with teaching staff to ensure adjustments are implemented effectively.

Exams Officer

- Manage the secure storage and distribution of confidential assessment materials.
- Submit marks and ensure compliance with submission deadlines.
- Coordinate alternative arrangements for learners unable to attend scheduled assessments.

4. KEY PRINCIPLES

Equity and Inclusion

- Reasonable adjustments, such as extra time or alternative formats, are provided to support learners with SEND.
- Assessments are conducted in a way that ensures equal opportunities for all learners, in compliance with the **Equality Act**.

Safeguarding

- Controlled assessments are supervised in line with KCSIE guidelines to protect learners from harm.
- All staff involved in assessments are trained in safeguarding procedures.

Integrity and Compliance

- Adherence to JCQ and NCFE guidelines ensures the validity and reliability of assessments.
- Secure storage of materials and learner work prevents malpractice.
- Staff must declare any conflicts of interest.

5. ASSESSMENT PROCEDURES

Planning and Scheduling

- Controlled assessments are scheduled to avoid clashes with other activities, ensuring fairness for all learners.

- Teachers and learners are provided with clear timelines and guidance at the start of the academic year.

Access Arrangements

- The SEND Coordinator oversees the implementation of reasonable adjustments, such as scribes, readers, or assistive technologies.
- Evidence supporting access arrangements is submitted to the awarding body in a timely manner.

Supervision Levels

Controlled assessments are conducted under one of three levels of supervision:

- **High Control:** Direct supervision with no access to external resources.
- **Medium Control:** Limited supervision, allowing group work where individual contributions are identifiable.
- **Low Control:** Minimal supervision for research and preparation activities.

Security of Materials

- Assessment tasks and learners' work are stored securely in locked cabinets or encrypted digital formats.
- Teachers ensure learners' work is collected and stored after each session.

Marking and Submission

- Teachers mark assessments using awarding body mark schemes.
- Marks are submitted to the Exams Officer, who ensures timely submission to awarding bodies.

Standardisation and Moderation

- Subject Leads coordinate standardisation activities to ensure consistent marking.
- Internal and external moderation is conducted as required by awarding bodies.

6. SAFEGUARDING AND SEND CONSIDERATIONS

Safeguarding:

- All assessment activities are supervised by trained staff who adhere to safeguarding protocols.
- Any safeguarding concerns identified during assessments are reported to the **Designated Safeguarding Lead (DSL)**.

SEND:

- Adjustments are tailored to individual learner needs, as identified in Education, Health and Care Plans (EHCPs) or other documentation.
- Support staff are provided to assist learners during assessments, where appropriate.

7. RISK MANAGEMENT

Potential Risks

7.1.1 Insufficient Resources:

Addressed through advance planning and coordination with the Exams Officer.

7.1.2 IT Failures:

Mitigated by maintaining secure digital and physical backups of assessment materials.

7.1.3 Absent Learners:

Alternative assessment opportunities are provided for learners who miss scheduled sessions.

7.1.4 Non-Compliance:

Regular training ensures staff understand and adhere to all regulatory requirements.

8. MONITORING AND REVIEW

- This policy is reviewed annually by the Head of Centre and updated as needed to reflect changes in regulatory requirements.
- Feedback from learners, staff, and awarding bodies informs policy improvements.

9. COMMUNICATION

- This policy is shared with all staff during induction and is available on the HWE website.
- Learners and parents are informed of assessment procedures and support options during enrolment.

By adhering to this policy, Hatfield Wick Education ensures controlled assessments are conducted with fairness, integrity, and compliance, supporting learners' success and well-being.