

Controlled Assessment Policy



Redbridge Community School

Person responsible -	Emily Bell (Assistant Headteacher)
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Contents		
1.	Role and Responsibilities	Page 3
2.	Management of Controlled Assessments	Page 4
3.	JCQ Guidelines	Page 6

1. It is the responsibility of each Curriculum Leader/Head of Department to obtain the controlled assessment task details from the exam boards.
2. The Curriculum Leader should choose the most appropriate time for the controlled assessment to take place.
3. The Controlled Assessment will take place during timetabled class time.
4. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. Emily Bell should be notified when high level controlled assessment is taking place, as highlighted on curriculum maps.
5. Relevant display materials must be removed or covered up.
6. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions. They should closely refer and adhere to the examination board regulations relating to controlled assessments.
7. Each student should keep all notes, guidance and feedback received from their teacher. This should contain a record of the research and planning stage containing notes, diagrams, essay plans and if necessary a bibliography.
8. All assessment materials must be locked in a suitable secure cabinet at the end of each session.
9. Separate user accounts for exam use must be used for high control level work (logins allocated by the ICT technicians). These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.
10. If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
11. For long absences, special consideration should be applied for.
12. Entries for controlled assessment must be made at the appropriate time.
13. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
14. Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
15. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessment.

16. If suspected malpractice occurs, Mrs E Bell must be informed.
17. If a student's work is lost within the school, this must be reported to the exam board.
18. Authentication forms, pertinent to the examination board, must be signed by the teachers and candidates.
19. Access arrangements do apply to controlled assessment. Please see Mrs S Lunn (SENCO) for details.
20. The assessment marks must be submitted to the exam board by the appropriate date. Please refer to examination board materials for precise deadline dates.
21. Candidates' work must be securely stored as in 8 above until all results have been verified.
22. Re-sits of controlled assessment may be allowed with a change of question.
23. After the results are published it may be possible to request a re-moderation of the work.

The management of Controlled Assessment

Introduction

This purpose of this policy is to:

- identify staff responsibilities in planning and managing GCSE controlled assessments;
- examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.

This policy does **not** cover:

- internal assessment procedures within the parameters of the whole centre policy for Assessment, Recording and Reporting as these will be evidenced in ongoing departmental practice;
- procedures for setting, scheduling, marking, standardising, moderating and administering external Coursework/Controlled Assessment as regulated by the awarding bodies.

AQA

CCEA

Edexcel

OCR

WJEC

Outlining staff responsibilities - GCSE controlled assessments

1.1 Senior leadership team

- 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 co-ordinating with heads of department/subjects to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Ensure that all staff involved have a calendar of events in the form of a Curriculum Map and that all published regulations are available if desired
- Create, publish and update an internal appeals policy for controlled assessments

1.2 Heads of departments/subjects

- Decide on the awarding body and specification for a particular GCSE
- Coordinate and lead the internal standardisation of their department's marking in assessing an internally assessed component against exam board criteria and regulations
- 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

1.3 Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*
- 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 (SENCo) for any assistance required for the administration and management of access arrangements

1.4 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
- **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

1.5 Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for
- Work with teaching staff to ensure requirements for support staff are met

Example risks and issues	Possible remedial action		Staff responsible
	2. Forward planning	2.1 Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (by the end of the summer term)	Plan dates in consultation with school calendar – negotiate with other parties	HOD
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them and ensure that SOW give specific reference to controlled assessment opportunities	HOD
Accommodation			
Insufficient space in classrooms for candidates	Flag instances where regular classroom space may not be suitable to conduct controlled assessments	Liaise with Kerry Brown to organise suitable rooming	Teacher
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Teacher

Example risks and issues	Possible remedial action		Staff responsible
	3. Forward planning	3.1 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	HOD
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	HOD
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HOD
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Teacher

Example risks and issues	Possible remedial action		Staff responsible
	4. Forward planning	4.1 Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	EBE and HOD
Supervision			
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		EBE and HOD
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Teacher to inform EBE

Example risks and issues	Possible remedial action		Staff responsible
	5. Forward planning	5.1 Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	HOD
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HOD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	EBE
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	EBE
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	EBE

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff responsible
	6. Forward planning	6.1 Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	HOD
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork - marks can then be processed and submitted ahead of awarding body deadlines	Seek guidance from awarding body	HOD
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	HOD
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	HOD

Example risks and issues	Possible remedial action		Staff responsible
	7. Forward planning	7.1 Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	HOD
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HOD/EBE