



Controlled Assessment Policy

Responsibility: This policy is compliant with the Joint Council for Qualifications (JCQ) publication *Instructions for conducting controlled assessments*.

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This Policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessments.

I. 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.

In the summer term, begin coordinating with Heads of Department to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic Years of Key Stage 4 or as appropriate for GCSE courses studied in other Years).

Map overall resource management requirements for the year. As part of this resolve:

- clashes/ problems over the timing or operation of controlled assessments;
- issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

Ensure that all staff involved have a calendar of events.

Create, publish and update an internal appeals policy for controlled assessments.

2. Heads of Department / Faculty

Decide on the awarding body and specification for a particular GCSE.

Supply to the Exams Officer details of all unit codes for controlled assessments.

Standardise internally the marking of all teachers involved in assigning an internally assessed component.

Ensure that individual teachers understand their responsibilities with regard to controlled assessment.

Ensure 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

Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.



3. Teaching Staff

Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.

Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

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 students as the specification allows.

Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, 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.

4. Exams Office Staff

Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.

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.

Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.

On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

5. Special Educational Needs Coordinator

Ensure access arrangements have been applied for.

Work with teaching staff to ensure requirements for supported pupils are met.



6. Risk Management Process

Risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	PHo and HODs
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	PHo and HODs
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings if necessary	HODs, PHo, TF
Insufficient space for all candidates	Careful planning ahead and booking of rooms/facilities		HODs, PHo, TF
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment dates in all cases	Book IT equipments well ahead and download tasks before scheduled date of assessments	HODs, IT Support, DSM
Teaching staff unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body websites ahead of time	HODs, DSM
Validity of assessment	Check task validity date	Make sure task is still valid for the year of entry if the unit	HODs
Absent candidates			
Candidates absent for all or part of assessment	Plan alternative sessions for candidate(s)		HODs
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead – external exams take precedence over controlled assessment	Check before booking the date, provide alternative date	PH, PHo, DSM



Control levels for task taking			
Assessment is taken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved.	Seek guidance from awarding body	DSM with HODs and relevant teachers
Supervision			
Teaching staff do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff understand nature of controlled assessments and their role in supervision		HODs, teaching staff
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification (all tasks whether set by the awarding body of the centre must be developed in line with the requirements of the specification)	Seek guidance from the awarding body	HODs, DSM
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HODs, DSM
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HODs, DSM
Liaise with IT Support to create secure areas for controlled assessment	Tell IT support what software is requires, supply list of dates and rooms required		IT Support, HODs
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HODs, IT Support



Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek awarding body guidance	HODs, Teachers, DSM
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding body deadlines) to complete marking and paperwork so that exams office can process and send off marks by awarding body deadlines	Seek guidance from awarding body	HODs, DSM
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HODs
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of signature	Return form to staff for signature. Ensure forms are signed off as work is marked, not as marks are sent off	HODs, teaching staff
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 awarding body specification for appropriate procedure	HODs
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted	Check with the awarding body whether a later standardisation event can be arranged,	HODs, DSM