



SANDWELL COMMUNITY SCHOOL

Controlled Assessment Policy

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Purpose of the Policy

The purpose of this controlled assessment policy is:

- To ensure the planning and management of controlled assessment is conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient controlled assessment system with clear guidelines for all relevant staff
- Examine the potential risks and issues relating to the implementation of controlled assessment

It is the responsibility of everyone involved in the campus's controlled assessment processes to read, understand and implement this policy.

The controlled assessment policy will be reviewed every academic year.

The controlled assessment policy will be reviewed by the exams officer, the head of campus and the curriculum staff.

Where references are made to JCQ regulations/guidelines further details can be found at <http://www.jcq.org.uk/exams-office/controlled-assessments>

Controlled Assessments for GCSE (legacy GCSE specifications) and BTEC

Controlled Assessment is a relatively new form of internal assessment that replaces the more traditionally known coursework in certain subjects. It measures subject-specific skills that may not necessarily be tested by timed written papers. The intention of controlled assessment is:

- To ensure that all candidates spend approximately the same amount of time on their assignments
- To prevent third parties from providing inappropriate levels of guidance and input
- To improve the reliability and validity of qualifications by reducing the risk of plagiarism
- To give campuses a reasonable degree of both freedom and control
- To allow candidates to produce an original piece of work

It applies increased control over assessment of students' work at three critical points:

- Task Setting- teachers can choose from a range of tasks set by awarding bodies
- Task taking- there are several levels of supervision under which assessment can take place, depending on the skills involved
- Task marking- Awarding bodies provide the mark schemes or criteria

Outlining staff responsibilities - GCSE controlled assessments (legacy GCSE specifications), BTEC's and any other qualification

Senior leadership team- Head of Campus

- 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 coordinating with Heads of Subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic 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.
- Work with the examinations officer to create, publish and update an internal appeals policy for controlled assessments.

Heads of Subject

- Decide on the awarding body and specification for a particular subject and qualification.
- Ensure that they and the individual teaching staff within their department understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Ensure that they and the individual teaching staff within their department 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.
- Ensure that individual teachers within their department fully understand their responsibilities with regard to controlled assessment

- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- 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.
- Supply to the exams office details of all unit codes for controlled assessments.

Subject 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.
- 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 campus.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Enter students for the required individual units including those assessed by controlled assessment before the awarding bodies deadlines.
- 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 mark sheets for teaching staff to use.
- Where required, submit internally assessed component marks to the appropriate awarding body, keeping to their set deadlines.
- **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.

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.

Risk management process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Subject leads/Head of Campus/Exams Officer
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	Subject leads/Head of Campus/ Exams Officer
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Exams Officer/Head of Campus
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / campus facilities		Exams Officer/Head of Campus

Example risks and issues	Possible remedial action		Staff
	Forward planning	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	Exams Officer
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	Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject leads/Exams Officer
Candidates have a scheduling clash for exams or assessment due to off-site provision	Always consider candidate timetables well ahead of schedule and decide on the priority activity	Check before booking dates for controlled assessment, provide an alternative date where possible and ensure that candidates are informed of which activity is the priority. Consult with awarding body procedures for dealing with unavoidable timetable clashes	Head of Campus/Subject leads/Exams officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	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	Exams Officer/ Subject Leads
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject leads
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		Exams Officer
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		Exams Officer

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the	Seek guidance from the awarding body	Subject leads

	awarding body's specification**		
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	Subject leads/Head of Campus
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	Subject leads/Exams Officer
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	Subject leads/Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the campus	Head of Campus

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

Example risks and issues	Possible remedial action		Staff
	Forward planning	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	Subject leads
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	Subject leads/Exams Officer

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	Subject leads
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	Subject leads/Exams Officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	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	Head of Campus/Subject lead
Campus 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	Subject leads

Ratification

Signed:..... K Morgan

Head Teacher:

Signed:..... J McBride

Chair of Governors:

Date:

Implementation: 14.02.2017 (2016-17 Academic Year)

Review Date: February 2018