



CONTROLLED ASSESSMENT POLICY

Presented to:

**Governors: Curriculum and Standards Committee
26 January 2016**

Date approved:	26 January 2016
Date reviewed:	
Date of next review:	January 2019

1.0 AIMS AND SCOPE OF THE POLICY

- 1.1 The purpose of this Controlled Assessment Policy is:
 - a) To ensure that the planning and management of controlled assessment is conducted efficiently and in the best interests of candidates.
 - b) To ensure the operation of an efficient controlled assessment system with clear guidelines for all relevant staff.
- 1.2 It is the responsibility of everyone involved in the centre's controlled assessment processes to read, understand, and implement this policy.
- 1.3 The Head of College is the Head of Centre.
- 1.4 The Controlled Assessment Policy will be reviewed by the Head of Centre / Exams Officer.
- 1.5 Where references are made to Joint Council for Qualifications (JCQ) regulations/guidelines, further details can be found at www.jcq.org.uk

2.0 CONTROLLED ASSESSMENT RESPONSIBILITIES

- 2.1 The Head of Centre:
 - 2.1.1 Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
 - 2.1.2 Create, publish and update an internal appeals policy for controlled assessments.
 - 2.1.3 Investigate suspected malpractice in consultation with the Exams Officer
- 2.2 Exams Officer:
 - 2.2.1 At the start of the academic year, begin coordinating with Heads of Department/Subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4). As part of this, resolve clashes/problems over the timing or operation of controlled assessments.
 - 2.2.2 Resolve issues arising from the need for particular facilities (rooms, IT networks, time out of College etc).
 - 2.2.3 Ensure that all staff involved have a calendar of events.
 - 2.2.4 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.
 - 2.2.5 Download and distribute marksheets for teaching staff to use.
 - 2.2.6 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 Management Team.

2.3 Heads of Department/Faculty:

- 2.3.1 Decide on the awarding body and specification for a particular GCSE.
- 2.3.2 Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- 2.3.3 Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- 2.3.4 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.
- 2.3.5 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.

2.4 Teachers:

- 2.4.1 Understand and comply with the general guidelines detailed within the JCQ publication 'Instructions for conducting controlled assessments'.
- 2.4.2 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.
- 2.4.3 Supply to the exams office details of all unit codes for controlled assessments.
- 2.4.4 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.
- 2.4.5 Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- 2.4.6 Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- 2.4.7 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.
- 2.4.8 Retain candidates' work securely between assessment sessions (if more than one).
- 2.4.9 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.
- 2.4.10 Ensure they are aware of all access arrangements for the students they teach and that these are implemented as necessary.
- 2.4.11 Ask the appropriate Special Educational Needs Coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

2.5 The Special Educational Needs Coordinator (SENCo):

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

2.6 Candidates:

- 2.6.1 Understand coursework/controlled assessment regulations and signing a declaration that authenticates the work as their own.
- 2.6.2 Ensure they conduct themselves in all assessed work according to the JCQ regulations.

3.0 APPEALS AGAINST INTERNALLY ASSESSED MARKS

- 3.1 The College is committed to ensuring that whenever its staff mark candidates' Controlled Assessment/Coursework this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.
- 3.2 Candidate's work will be marked by staff who have appropriate knowledge, understanding and skill and who have been trained in this activity. The College is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- 3.3 If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.
- 3.4 Appeals Process – (NB: an appeal can only be made against the assessment process and not against the mark submitted to the awarding body)
- 3.4.1 Appeals should be made as early as possible, and no later than 2 weeks before the last timetabled examination in the series (eg the last GCSE written paper in the June GCSE examination series).
- 3.4.2 Appeals must be made in writing by the candidate's Parent/Carer to the Exams Officer.
- 3.4.3 The Head of Centre will appoint a senior member of staff to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
- 3.4.4 The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.
- 3.4.5 The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
- 3.4.6 The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.
- 3.5 After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Arthur Mellows Village College and is not covered by this procedure.
- 3.6 Points 3.1 to 3.5 will appear in the student 'Exams Handbook'.

4.0 REVIEW

- 22.1 The Governing Body (or responsible committee) will review this policy in line with the procedure for policy review.
- 22.2 Date for Review
If no other reason for review (see policy review procedure) this policy will be reviewed in January 2019.

RISK MANAGEMENT PROCESS – EXAMPLES OF POSSIBLE RISKS AND ISSUES

Example risks and issues	Possible Remedial Action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities.	Plan/establish priorities well ahead (eg at the start of the academic year).	Plan dates in consultation with school calendar – negotiate with other parties.	Exams Officer / Assistant Headteacher
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.	Exams Officer / Assistant Headteacher
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.	Head of Department
Insufficient facilities for all candidates.	Careful planning ahead and booking of rooms / centre facilities.	Forward planning.	Head of Department
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.	Head of Department/ Class Teacher
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 internet sites well ahead of the controlled assessment schedule.	Head of Department
Loss of task details in transmission.	Download tasks well ahead of scheduled assessment date.	Contact awarding body and ask for replacement task; download again.	Head of Department

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Absent candidates			
Candidates absent for all or part of assessment (various reasons).	N/A	Plan alternative session(s) for candidates.	Head of Department
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.	Head of Department
Supervision			
Student study diary/plan not provided or completed (not all GCSE controlled assessments will require the completion of a study diary or study plans).	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.	Head of Department
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.	Ensure teaching staff are aware of their role through continual training and reminders.	Head of Department
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.	Ensure teaching staff are aware.	Head of Department

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 awarding body's specification (all tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification).	Seek guidance from the awarding body.	Head of Department
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.	Head of Department
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.	Head of Department
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.	Head of Department
Insufficient or insecure storage space.	Look at provision for suitable storage at the start of the GCSE course.	Find alternative storage within the centre.	Head of Department
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.	Head of Department
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.	Head of Department

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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.	Head of Department / Class Teacher
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.	Head of Department / Class Teacher
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 Department
Centre does not run the standardisation activity as required by the awarding body.	Plan against the awarding body's requirements for standardisation, ie when and how this activity must be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Head of Department