



Idsall Controlled Assessment Policy

Sponsorship & Review

1 Sponsor

Mr D Crichton

2 Reviewed and Approved

November 2014

3 Review Date

September 2016

Controlled Assessment Policy.

Approval Date: November 2014

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Responsibility: This policy is compliant with the QCDA publication *Managing GCSE Controlled Assessment. A centre-wide approach* (March 2010) and the latest version of *Instructions for conducting controlled assessments*. It is the responsibility of the Governing Body to review the policy at regular intervals and monitor its implementation.

Staff responsible: Mr D Crichton, Deputy Headteacher

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

1 Controlled Assessment: a definition

Controlled Assessment is internal assessment and replaced coursework in the revised GCSEs (from 2009). It is used for those aspects of a subject which cannot be readily assessed by an external examination, for example:

- undertaking research and gathering, selecting and organising materials and information
- planning investigations
- carrying out investigations and/or tasks
- performance and production skills
- working with others and devising creative approaches
- extracting and interpreting information from a range of different sources
- selecting and applying tactics, strategies and compositional ideas
- taking informed and responsible action
- analysis and evaluation of processes and products
- presenting ideas and arguments supported by evidence.

Controlled Assessment is a form of internal assessment where the control levels for each assessment stage (task setting, task taking and task marking) have been defined by QCA for all

examination boards. Controlled Assessment tasks also have a time guidance which should be adhered to.

2 The Delivery of Controlled Assessments

Each subject area has planned the delivery window or dates where Controlled Assessment in their subject will take place. To reduce pressure on students these should be staggered across the Spring and Summer terms of Year 10 and the Autumn and Spring terms of Year 11.

3 Where Controlled Assessments take place

Controlled Assessment is designed to take place within the normal teaching timetable, for example in the classroom, lab or workshop.

4 The Controlled Assessment process

There are three stages to Controlled Assessment:

1. Task setting

Depending on the subject, tasks may be set by the Centre or the awarding organisation. In some subjects, the awarding organisation sets the task, but the Centre may be able to select from a number of comparable examples or adapt a task to its own circumstances. For other subjects, Centres can set the task with guidance from the awarding organisation.

2. Task taking

There may be different stages to the task with separate levels of control in each. For example, a research stage might allow students to work unsupervised outside the classroom, an analysis stage may require informal supervision, and a final stage of writing up findings and conclusions is likely to take place in a supervised classroom environment.

3. Task marking

Students' controlled assessment work is usually assessed internally by teachers, according to mark schemes or criteria provided by the awarding organisation, before internal standardisation by the Centre and external moderation of the marking by the awarding organisation. In a small number of cases, the awarding organisation will mark the controlled assessment.

Individual subject specifications give specific details on the three stages of the Controlled Assessment process.

5 Use of ICT and security of students' work (including storage)

If ICT use is permitted during Controlled Assessment, students are not permitted to access their work between Controlled Assessment sessions. If this is the case, then security of students work is to be ensured by the class teacher/assessor.

Students are not allowed to save work on USB devices to take home.

Students are not allowed to upload or download their work to the school portal as they will be able to access this at home.

Breaches of these measures can be interpreted as cheating and the students have been informed of the possible consequences.

During and after the completion of the Controlled Assessment the subject teacher is responsible for the secure storage of all assessment work. A locked filing cabinet, a locked cupboard or similar should be used for all such materials. The subject teacher should liaise with the Faculty Leader / Curriculum Director to ensure that such storage facilities are available. Controlled

Assessments should not be given back to students (for removal from the school) until the November following the completion of the course.

6 Levels of Supervision

There are three levels of supervision which are identified within the subject syllabus requirements. Levels of supervision may vary across an entire Controlled Assessment e.g. during the research for the task, a low level of control may be prescribed, whilst during the task write up a high level of control may operate.

i) High level of control (Formal Supervision)

If a High level of control is required, teachers need to ensure that:

1. Students are in their direct sight at all times.
2. The use of mobile phones, MP3/4 and other electronic devices is strictly prohibited and all breaches are noted and reported to the Exams Office.
3. Only prescribed resources are used by the students.
4. Students complete all work independently.
5. Students with Special Needs are given the appropriate level of learning support (when this occurs this is noted and declared to the Examination Board).
6. Students are not permitted to communicate with each other and the assessment is carried out under 'examination conditions'.
7. No assistance can be given to students.

ii) Medium level of control (Informal Supervision)

If a Medium level of control is required, teachers need to ensure that:

1. Students are adequately supervised to ensure that work can be authenticated by the teacher (the students' work is their own and plagiarism does not take place).
2. The use of mobile phones, MP3/4 and other electronic devices is strictly prohibited and all breaches are noted and reported to the Exams Office.
3. Students have access to the resources which are prescribed.
4. Students can work together (when this is allowed) and the contributions of individual students are recorded accurately.
5. Students can receive teacher guidance within the limits prescribed.

iii) Low level of control (Limited Supervision)

If a Low level of control is required, teachers need to ensure that:

1. Students receive clear guidelines on which work can be completed without supervision, outside the classroom/centre; these are usually research tasks that students can collect at home and bring to class.
2. Students have access to resources such as books and files during low control tasks.
3. Students can work together to collect information but how they use this information in their work must be on an individual basis.
4. Students can receive guidance from teachers during low control tasks.
5. Allowances will be made for students who are entitled to special arrangements.

7 Senior Leadership Team (Primary responsibility rests with the Deputy Headteacher responsible for examinations - current post holder - Mr D Crichton)

Deputy Head

- Ensure the safe and secure conduct of controlled assessments.
- Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

- Create, publish and update an internal appeals policy for controlled assessments. (see *External Examinations Policy*)

KS4 Leader

- 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.

8 KS4 Subject Leaders

- Decide on the awarding body and specification for a particular GCSE or Diploma course.
- Ensure that at least 40% of overall GCSE assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Supply to the Exams Office details of all unit codes for controlled assessments.
- Standardise internally the marking of all teachers involved in assessing 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 contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure that the teaching team has access to secure storage facilities for all controlled assessments. It is best practice that this facility should not be in a classroom and should be in a cabinet or cupboard which is kept locked.

9 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).

- After 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.
- Ensure through liaison with the SENCO and TAs that any assistance required for the administration and management of access arrangements is provided.

10 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.
- Enter students' certification codes for the terminal exam series.
- 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.

11 Special Educational Needs Coordinator

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure access arrangements are implemented appropriately so that all students have fair access to controlled assessments.

12 The 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	D. Langton, C. Pittam, KS4 subject leaders
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	D. Langton, C. Pittam, KS4 subject leaders
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 where necessary	C. Leverington, KS4 subject leaders
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		C. Leverington, KS4 subject leaders

Risk management process

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	D. Langton, T. Richardson, KS4 subject leaders
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	D. Langton, T. Richardson, KS4 subject leaders
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	D. Langton, T. Richardson, KS4 subject leaders
Validity of assessment	Check task validity date.	Make sure task is still valid for the year of entry of the unit.	D. Langton, KS4 subject leaders
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		D.Langton, KS4 subject leaders
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	D.Langton, KS4 subject leaders

Risk management process

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	KS4 subject leaders
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	KS4 BTEC course leaders
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision	Training/meetings as required.	D. Crichton KS4 subject leaders
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		D. Langton KS4 subject leaders

* Not all controlled assessment whether for the Diploma or GCSEs will require the completion of a study diary or study plans

Risk management process

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	KS4 subject leaders
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	D. Crichton KS4 subject leaders
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	KS4 subject leaders
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	Class teacher/supervisor KS4 subject leaders
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	V. Hulme KS4 subject leaders

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

Risk management process

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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 guidance from awarding body on further action.	KS4 subject leaders and class teachers
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	D. Crichton KS4 subject leaders
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	KS4 subject leaders
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	D. Langton KS4 subject leaders and class teachers
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	B. Fisher (BTEC IV) KS4 subject leaders
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.	B. Fisher (BTEC IV) KS4 subject leaders

Head of Centre _____

Exams Officer _____

Date: _____

This policy is next due for review in the Autumn Term 2016