



The Polesworth School

ENSURING EXCELLENCE

Controlled Assessment Policy

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The Policy Purpose

The purpose of the Controlled Assessment Policy is:

- To ensure the planning and management of the controlled assessments are conducted efficiently and in the best interest of candidates.
- To ensure that all relevant staff have clear guidelines to carry out the controlled assessment efficiently.

The Controlled Assessment policy will be reviewed every two years, by the Senior Leadership Team and the Exams Office staff.

Outlining Staff Responsibilities

Senior Leadership Team (RIC)

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

Operational Directors of Learning

- At the start of academic year, begin coordinating with Heads of Departments to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of Key Stage 4).
- Make overall resource management requirements for the year. As part of this, resolve:
 - Clashes or problems over timing or procedure of the controlled assessments
 - Issues arising from the need for particular facilities (rooms, IT networks etc.)
- Ensure that all staff involved have a calendar of events.

Heads of Departments

- Decide on the awarding body and specification.
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting 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.
- Supply to the exams office details of all unit codes for controlled assessments.
- Ask the Learning Support Department for any assistance required for the administration and management of access arrangements.
- 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.
- Meet the deadline for the submission of marks to exams officer to forward to the moderator.
- 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.

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.

- 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.
- 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.

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' 'cash-in' 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.
- 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.

Inclusion Department

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

Re-working and re-sitting

Candidates who wish to **re-do** their submission of a controlled assessment before the marks have been sent to the awarding body may do so under the following conditions:

- Where the work has to be carried out under formal supervision, any candidate re-doing this work must undertake a different task. Candidates must not be allowed to make another attempt at the original task. However, candidates may re-use the research carried out for the original task.
- Where the work has to be carried out under informal supervision, candidates may make amendments to it in the light of feedback from the teacher provided this feedback is in line with the requirements of the specification. Candidates must not be allowed to make amendments after the work has been submitted for final assessment by the teacher.

Candidates who **re-sit** a controlled assessment may make another attempt at the task previously submitted, if that task is still appropriate to the year in which the assessment will be submitted. The work presented for assessment, whether under formal or informal supervision, must be entirely new. Candidates must not be allowed to amend the work which was submitted previously, although candidates may re-use research carried out previously. Our School policy is to allow one re-sit.

Non-examination Assessments (for the new GCE & GCSE specifications)

Non-examination assessments will be managed/conducted in the same manner as current controlled assessments with staff responsibilities and risk management unchanged. A full policy will be in place for the academic year 2016/17.

Risk Management Process

| Risks and Issues | Possible Remedial Action | | Staff |
|--|--|---|-----------------------|
| | <i>Forward planning</i> | <i>Action</i> | |
| Timetabling | | | |
| Assessment schedule clashes with other activities | Plan/establish priorities well ahead (eg start of academic year) for all subjects or lines of learning | Plan dates in consultation with school calendar - negotiate with other parties | HoDs & DoLs |
| 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 them | HoDs & DoLs |
| 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 | HoDs & teaching staff |
| Insufficient facilities for candidates | Careful planning ahead and booking of rooms/centre facilities | | HoDs & ICT dept |
| 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 | HoDs & Exams Office |
| 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 the correct area of awarding body secure sites ahead of time | Exams Office & HoDs |
| Validity of assessment | Check task validity date | Make sure task is still valid for the year of entry of the unit | HoDs & Exams Office |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement; download again | Exams Office |
| Absent Candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | | HoDs |
| Candidates have a scheduling clash for exams or assessment | Always consider candidate timetables well ahead and decide on priorities in advance | Check before booking, provide an alternative date NB retakes are limited | HoDs & Exams Office |

| Risks and Issues | Possible Remedial Action | | Staff |
|--|---|--|--------------------------|
| | <i>Forward planning</i> | <i>Action</i> | |
| Control Levels for Task Taking | | | |
| Assessment is undertaken with 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 | HoDs & relevant teachers |
| Supervision | | | |
| Student study diary/plan not provided or completed. (Not all controlled assessments will require the completion of a study diary/plan) | Ensure teaching staff are aware of the need for study diary/plans to be completed early | Ensure candidates start, continue and complete study diary/plans that are signed after every session | HoDs & relevant teachers |
| 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 |
| 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 where a teacher is not supervising, in line with the awarding body specification | | HoDs & Exams Office |
| Task Setting | | | |
| Teaching staff fail to correctly set tasks | Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification | Seek guidance from the awarding body | HoDs |
| 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 |
| Security of Materials | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security | Request/obtain different assessment tasks | HoDs & Exams Office |
| Candidates' work not kept secure during or after assessment | Define appropriate level of security, in line with awarding body requirements | Take materials to secure storage | HoDs and Exams Office |
| Insufficient or insecure storage space | Look at provision for suitable secure storage early in course | Find alternative spaces | HoDs |

| Risks and Issues | Possible Remedial Action | | Staff |
|--|---|---|--------------------------|
| | <i>Forward Planning</i> | <i>Action</i> | |
| Deadlines | | | |
| Deadlines not met by candidates | Ensure all candidates are briefed on deadlines/penalties for not meeting them | Mark the work candidates have produced by deadline and seek guidance from awarding body on further action | HoDs & relevant teachers |
| Deadlines for marking and/or paperwork not met by teaching staff | Ensure teaching staff are given clear deadlines to complete marking/paperwork so the exams office can process and send off marks ahead of deadlines | Seek guidance from awarding bodies | HoDs |
| 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 a signature | Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season | HoDs & relevant teachers |
| Marking | | | |
| Teaching staff interpret marking descriptions incorrectly | Ensure appropriate training and practising of marking. Plan for sampling of marking during the practice phase | Arrange for remarking. 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 or not a later standardisation event can be arranged | HoDs & relevant teachers |

Appeals against Internal Assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy; this is available from the exams office.

Mrs M Favell

Mrs J Brookes

Head of Centre

Exams & Data Manager

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December 2015