



Controlled Assessment Policy

'Dysgu i ddysgu
gydol oes'

'Learning to
learn for life'



Adopted by the Governing Body: 17 March 2016

See also appeals against internal decisions and exam policy and refer to

- **JCQ publication – GCE, ELC and Project qualifications**
- **JCQ publication – Instructions for conducting controlled assessments (GCSE qualifications)**

Date policy was formally approved:

Review date: Sept/Oct annually

Consultation: Governors, Leadership Team

Coordination: Exams Officer/Headteacher

RISK ASSESSMENT PROCESS – see Appendix 1

Outlining staff responsibilities – GCSE controlled assessment

- 1. Senior leadership team**
- 2. Heads of department**
- 3. Teaching staff**
- 4. Exams office staff**
- 5. Special educational needs coordinator**

Llandrindod High School fully recognises its responsibilities for controlled assessments as part of the GCSE specifications, to ensure that the planning and management of the assessments are conducted efficiently and in the best interests of the candidates.

To ensure there are clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam process to read, understand and implement this policy.

Outlining Responsibility - GCSE controlled assessment

1. 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 prior to the start of each academic year, begin co-ordinating with heads of department/subject to schedule controlled assessments.

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

- o clashes/ problems over the timing or operation of controlled assessments.
- o 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
update an internal appeals policy for controlled assessments.

2. Heads of department

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

Ensure that at least 40% of overall 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.

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 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.

Supply to the exams office details of all unit codes for 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.

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.

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.

Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines (where applicable) or ensure staff can use the online mark submission process.

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 support staff are met.

Outlining staff responsibilities – BTEC controlled assessment

- 1. Senior leadership team, consortium management and lead assessor**
- 2. Subject Leaders / Headteacher**
- 3. Exams office staff**
- 4. Special educational needs coordinator/additional learning support**

1. Senior leadership team, consortium management and lead assessor

Accountable for the safe and secure conduct of controlled assessment, and ensure that it complies with both the JCQ general guidelines and awarding body instructions.

Ensure procedures are in place to cover requirements for summative assessment – and that these are communicated to all relevant consortium staff.

Map overall requirements for the year. Resolve any clashes/problems arising over the timing or operation of controlled assessments. Also any 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 update an internal appeals policy for controlled assessments.

2. Subject Leaders / Headteacher

Subject Leaders / Headteacher should decide on awarding body and specifications. *(In some cases this might be the responsibility of the consortium lead assessor depending on local circumstances).*

Subject Leaders must ensure that assessors understand controlled assessment requirements.

Subject Leaders are responsible for ensuring that assessment tasks meet the requirements of the awarding body specifications, and for applying the relevant control requirements. (For example, by internally checking and approving assessments written by teaching staff and/or assessors, or ensuring they have been approved by the awarding body).

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 line of learning, level and unit specific instructions, teachers' notes or additional information on the awarding body's website.

Supply to the exams office details of all unit codes for controlled assessments.

Where appropriate, obtain confidential materials/tasks set by the awarding bodies from the relevant exams office in sufficient time to make preparation for assessments.

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

Follow the requirements for supervision as set out in the awarding body specification at the specified level of control, only permitting assistance to students as the specification allows.

Subject Leaders need to work with assessors to standardise the marking of internally assessed units for each line of learning.

Where an assessor will not be supervising the controlled assessment, he or she **must** arrange for a suitable person to do so, in line with the awarding body specification.

Ensure that learners and assessors sign authentication forms on completion of an assessment.

Mark assessments according to the mark schemes and guidance provided by the awarding bodies. Submit the marks through the relevant exams office to awarding bodies when required, keeping a record of the marks awarded.

Retain learners work securely between assessment sessions (if more than one).

Post-completion, retain learners' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain learners' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre

Ask the home centre special educational needs coordinator/additional learning support for any assistance required for the administration and management of access arrangements.

3. Exams office staff

Enter learners for all units, whether assessed by controlled assessment internally, or externally assessed, before the awarding body deadline.

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.

Create marksheets for the use of teaching staff, and collect data /send them to awarding bodies before deadlines (where applicable) or ensure staff can use the online mark submission process.

4. 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.

Head of Centre – Jane Asplin

Exams Officer – Linda Renkes

Signed:

Chair of Governors: _____ Date: _____

Headteacher: _____ Date: _____

CONTROLLED ASSESSMENT

RISK ASSESSMENT PROCESS

Example 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	SLT, HOD, Exams Officer
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	SLT, HOD, Exams Officer
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 or Sports Hall	SLT, HOD, Exams Officer
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HOD, Exams Officer
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	IT Department, HOD, Exams Officer
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	HOD, Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	IT Department, Exams Officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HOD
Candidates have a scheduling clash for exams or assessment	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	HOD, Exams Officer
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	HOD, Exams Officer, SLT
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	HOD
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		HOD, Exams Officer
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.		HOD, Exams Officer

* Not all controlled assessment 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/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	HOD, Exams Officer
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	HOD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Exams Officer
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	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Exams Officer
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.	HOD, 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 they can process and enter marks online ahead of AB deadlines	Seek guidance from awarding body	HOD, Teachers, SLT

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

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 and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HOD, Teachers
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	HOD
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	HOD, Exams Officer, SLT
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.	HOD, Exams Officer, SLT