



GCSE CONTROLLED ASSESSMENTS POLICY

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1.0	SLT	611012016	Changes in staff role

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GCSE CONTROLLED ASSESSMENTS POLICY

Definition

Controlled Assessment is a form of internal assessment which replaces GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

Controlled Assessment applies control over internal assessment at three points:

Task setting; task taking and task marking.

Three levels of control apply – **high, medium and low.**

Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting controlled assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all Controlled assessments are conducted according to qualification specifications.

Examinations Officer:

- To be familiar with JCQ instructions for conducting controlled assessment and other related JCQ documents.
- To be familiar with general instructions relating to controlled assessment from each relevant GCSE awarding body.
- In collaboration with Faculty Leaders / Teachers in Charge of Subject, to submit controlled assessment marks to the relevant awarding body.
- In collaboration with Faculty Leaders / Teachers in Charge of Subject, dispatch students' assessments for moderation.
- In collaboration with Faculty Leaders / Teachers in Charge of Subject, make appropriate arrangements for the security of controlled assessment materials

Faculty Leader:

- To be familiar with JCQ instructions for conducting controlled assessment
- To understand and comply with specific instructions relating to controlled assessment for the relevant GCSE awarding body.
- To undertake appropriate departmental standardisation of controlled assessments
- In collaboration with the Examinations Officer, to submit controlled assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements the security of controlled assessment materials.

SENCO

- To be familiar with JCQ instructions for conducting controlled assessment with reference to special access arrangements
- Co-ordinate requests for special access arrangements

Subject Teachers

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- To undertake controlled assessments in accordance with specific Instructions from the relevant GCSE awarding body.
- To take part in appropriate departmental standardisation of Controlled assessments

Task Setting

In accordance with specific GCSE awarding body guidelines, Faculty Leaders will be responsible for the selection of controlled assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

Task Taking

Controlled Assessment tasks will be undertaken with three levels of supervision

- **Formal (high level of control)**
 - **Informal (medium level of control)**
 - **Limited (low level of control)**
- *As specified in subject specifications**

Faculty Leaders will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task.

Levels of supervision are clearly outlined in each subject specification.

At this school formal supervision means:

- Candidates will be under direct supervision at all times – in most cases, supervision will be undertaken by the class teacher
- Use of resources and interaction with others will be limited to what has been specified by the GCSE awarding body
- Tasks will usually be undertaken during normal timetabled lessons in the usual teaching base
- Use of mobile phones and internet / email access will be prohibited
- If candidates have to use electronic storage devices for their assessment work or related resources, appropriate checks will be made to ensure only permitted material is accessible
- Subject specific display material with direct relevance to an assessment task will be covered
- A record will be kept of the time, date of each assessment together with the name of the supervisor(s) and all students present for the session(s)
- A separate record of any incidents which occur during assessments will be kept

At this school informal supervision means:

- Interaction with others, including group work is permitted
- The level of supervision applied ensures that the school is able to confirm that plagiarism has not taken place and preparation for a final / formal assessment is the candidates own work
- Sources use by candidate are clearly recorded

At this school limited supervision means:

- Some aspects of work may be undertaken completely without supervision /outside the classroom – this may include research and data collection
- Class teachers will make close reference to the relevant awarding body's specifications when applying limited supervision.

Task Authentication and Marking

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Each year, before the first controlled assessment is conducted in school Candidates will be reminded of the key points from JCQ Notice to Candidates GCSE and Principle Learning: Controlled Assessments.

Before assessment tasks are submitted, candidates will be required to sign a declaration confirming that the work is their own and that assistance given /sources used have been acknowledged.

Class teachers responsible for supervising and marking controlled assessments are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.

This school will use the JCQ declaration of authentication for controlled assessments or a similar document provided by the relevant GCSE awarding body.

If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected, this will be referred to the relevant Subject Leader and Examinations Officer who will follow the guidance set out in the JCQ instructions for controlled assessment.

Internally assessed tasks will be marked by the class teacher according to the requirements of the subject specification. Work will be annotated according to subject specification requirements.

Internal standardisation will be completed before external moderation to ensure all work has been marked to the same standard.

If a controlled assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

Factors affecting individual candidates

If a candidate misses part of a controlled assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. This will be co-ordinated by the SENCO

The school will consider requests to repeat controlled assessment tasks if they are made before marks have been submitted to the relevant awarding body.

Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders.

If a controlled assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Schedule for Controlled Assessment

The school will produce a schedule showing periods of controlled assessment for each subject. As far as possible the school will adhere to the published schedule of assessments.

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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	Plan dates in consultation with school calendar –	FL/COVER MANAGER
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	FL/ EXAMS OFFICER/COVER MANAGER
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	COVER MANAGER
Pupils may need equipment not available in their timetabled classroom	Ensure teachers are aware of requirements and notify MMO in advance to find alternative room	Room changes organised	COVER MANAGER

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	EXAMS OFFICER
Teaching staff 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	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	EXAMS OFFICER
Absent candidates			
Candidates absent for all or part of assessment	Plan alternative session for candidates	Contact home and establish why candidate is absent	FL/ COVER MANAGER
Candidates have a clash for exams	Always consider candidate timetables well ahead	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes(if appropriate)	COVER MANAGER

Risk management process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control	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
Have appropriate checks been made to ensure only permitted material is accessible	Ensure equipment particularly electronic storage devices are suitable for storing of work	Check equipment in advance	FL/EXAMS OFFICER
Classrooms may contain display material that is not appropriate during task taking	Ensure any displays are covered before pupils take CA	Check classrooms are appropriate environment	FL
Pupils may not receive the correct amount of time	A record will be kept of the times and date of each assessment must be kept by teacher	Provide teacher with proforma to record when CA have taken place	FL
Supervision			
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.	Plan invigilator staff timetables well in advance of exams	COVER MANAGER
Formal Supervision Candidates will be under direct supervision at all times	Supervision will be undertaken by the class teacher, a plan must be in place should the teacher be absent. FL must be aware of schedule	To arrange suitable cover staff to enable CA to go ahead as planned	FL/COVER MANAGER
Teaching staff do not understand	Ensure teaching staff/assessors	Share CA policy and risk	EXAMS

Risk management process

supervision of controlled assessment is their responsibility	understand nature of controlled assessments and their role in supervision	assessments with FL	OFFICER/COVER MANAGER/FEXAMS OFFICER

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff 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	FL/FEXAMS 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	FL/FEXAMS OFFICER
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	COVER MANAGER/EXAMS OFFICER/FL
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	COVER MANAGER/EXAMS OFFICER/FL
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	FL/COVER MANAGER/EXAMS OFFICER

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	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	FL
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 AB deadlines	Seek guidance from awarding body	EXAMS OFFICER
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	Teacher/ FL
Teaching staff 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	EXAMS OFFICER

Risk management process

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.	Arrange for remarking. Consult awarding body specification for appropriate procedure	FL
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.	FL/EXAMS OFFICER
Work will be annotated according to subject specification requirements	Ensure FL and teachers are aware of specification requirements	Arrange for training for staff where needed	FL