

Controlled Assessment Procedure

RATIONALE

Controlled Assessment is an integral part of student assessment at GCSE, and A level. Therefore students should be supported within the examination board guidelines to enable them to meet the assessment requirements to the best of their ability.

WHAT IS CONTROLLED ASSESSMENT?

Controlled assessment is an internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking.

Task setting – teachers can choose from the range of tasks set by awarding bodies, some of which can be contextualised to suit local circumstances. Arrangements will differ by subject, with some subjects allowing centres to set tasks whilst other subjects will be required to use the task precisely as supplied by the awarding body. In a limited number of subject students will be able to select their own tasks.

Task taking – depending on the level of control defined within the subject specification, controlled assessments may take place

- In a normal timetabled lesson or other defined session under supervised conditions, possibly with controlled access to resources;
- Outside the centre and involve research with limited supervision.

The supervision of the task, which will be defined within the subject specification, may be

- Formal (high level of control); or
- Informal (medium level of control); or
- Limited (low level of control).

Details on the level of control can be found within the awarding body's specification and in the JCQ publication *Instructions for conducting controlled assessments*.

Task marking – awarding bodies provide mark schemes or criteria.

It is essential that controlled assessment processes are managed correctly and all members of staff must be aware of their specific responsibilities.

RESPONSIBILITIES OF SENIOR LEADERSHIP TEAM

The Senior Leadership Team is responsible for the implementation and management of the whole school controlled assessment schedule and map overall resource management for the year, including resolving clashes/problems over the timing or issues arising from the need for particular facilities, to ensure the safe and secure conduct of controlled assessments that comply with JCQ guidelines and awarding bodies' subject-specific instructions.

The Senior Leadership Team is responsible for managing any appeals against marks awarded for internally assessed controlled tasks.

RESPONSIBILITIES OF SUBJECT LEADERS

It is the Subject Leader's responsibility to obtain the controlled assessment task details from the examination board in sufficient time to prepare for the assessments. **All such materials must be stored securely at all times.**

Subject Leaders must ensure that the controlled assessment task issued to candidates is appropriate to the year in which the assessment will be submitted to the awarding body. Where appropriate, Subject Leaders are responsible for developing new tasks or for contextualising sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Prior to the start of each academic year, Subject Leaders must identify the most appropriate time for the controlled assessment or coursework to take place and inform the Exams Officer.

Subject Leaders must plan how the assessment will take place, taking into account the accommodation and resources required including ICT facilities

Subject Leaders must ensure that all Teaching staff are provided with the details of the controlled assessment task in sufficient time to prepare for the assessment. They must ensure that all teaching staff are familiar with any relevant teachers' notes or any other subject specific instructions relevant to the controlled assessment, for example, what notes students are permitted to take into the controlled assessment sessions or the level of guidance staff can provide to students.

Subject Leaders must ensure that all teaching staff are aware of the level of control permitted (high, medium or low) and that staff understand the guidelines for this level of control. These details can be found within the awarding body's specification and guidance is available in JCQ publication *Instructions for conducting controlled assessments*.

Subject Leaders must liaise with the SENCO for any assistance required for the administration and management of access arrangements.

Subject Leaders must ensure that arrangements are made for candidates' work to be stored securely and that all members of staff understand the arrangements. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet. Where there is a practical need, secure storage may be defined as classrooms being locked from the end of one session to the start of the next.

Where controlled assessments are internally assessed, Subject Leaders should ensure that all teachers have access to the published mark schemes and that the marking is standardised internally.

Subject Leaders must liaise with the Exams Officer to ensure that students are entered for the correct unit code. The Subject Leader is responsible for the submission of the final marks, and must, when necessary, request marksheets to be printed by the Exams Officer to ensure submission to the awarding body by the published deadline. Subject Leaders should keep a copy of the marks submitted and despatch candidates' assessments for external moderation purposes, as directed.

Subject Leaders may inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process.

Subject Leaders must ensure that those assessments and accompanying notes not required for moderation are stored securely until all possible post-results services have been exhausted.

Unless stated otherwise, assessments may be returned to the candidate after the 'deadline for enquiries about results for the relevant series' has passed or once an enquiry about results and any subsequent appeal has been exhausted.

Subject Leaders must liaise with teaching staff to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed controlled assessment within a reasonable time period. An alternative supervised session may be organised for such candidates and Subject Leaders should consult Senior Learning Mentors and Progress Partners if support is required in organising sessions. If the scheduled assessment cannot be repeated, for instance, because it involves a whole group, then the centre should contact the awarding body for advice.

Subject Leaders should ensure all staff rigorously enforce all deadlines on controlled assessment tasks completed under limited control, i.e. tasks which students are able to work on outside the centre. Failure to adhere to a deadline should result in immediate departmental action and, after liaison with the Senior Learning Mentor or Sixth Form Tutor, parents should be informed.

RESPONSIBILITIES OF ALL TEACHING STAFF

Teaching Staff must ensure they are aware of the level of control permitted (high, medium or low) and understand and comply with the guidelines found within the awarding body's specification and guidance available in JCQ publication *Instructions for conducting controlled assessments*.

Teaching Staff must understand and comply with any subject specific instructions or teachers' notes.

Teaching Staff must ensure that **relevant** display materials are removed or covered up during controlled assessments.

Teaching Staff must ensure that all teacher materials and student work related to the controlled assessment is stored securely at all times in the location determined by the Subject Leader.

Teaching Staff must mark internally assessed components using the mark schemes provided by the awarding body, cooperate with the Subject Leader regarding standardisation of marking and keep a record of all marks awarded. As far as is reasonably practicable, teachers should check students' work for plagiarism and inform Subject Leaders, of suspected malpractice.

Supervising teachers are responsible for ensuring that they and the students sign the authentication forms on completion of an assessment.

It is the responsibility of all Teaching Staff to promote time management strategies for all students, particularly during the preparation or completion of controlled assessment or coursework. All staff should stress to students that controlled assessment preparation or coursework in their subject should not be completed at the expense of homework or coursework in other subjects.

All Teaching Staff must rigorously enforce all deadlines on controlled assessment tasks completed under limited control, i.e. tasks which students are able to work on outside the centre. Any student failing to adhere to a deadline should be reported immediately to the Subject Leader.

RESPONSIBILITIES OF THE EXAMINATIONS OFFICER

The Exams Officer will enter students for all appropriate examination units, including controlled assessment units, and when relevant 'cash-in' codes, before the deadline for final entries.

Where confidential materials are directly received, the Exams Officer will be responsible for receipt, safe storage and safe transmission of the materials.

On request by Subject Leaders, the Exams Officer will download and distribute marksheets to provide the marks for controlled assessment units. The Exams Officer will then collect and send marksheets to awarding bodies before the published deadline.

RESPONSIBILITIES OF THE SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)

The SENCO must publish access arrangements for all students to all Teaching Staff and work with Subject Leaders and Teaching Staff to ensure requirements for the special arrangements are met.

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Headteacher

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Exams Officer

Date: