

MARRIOTTS SCHOOL

SUBJECT: CONTROLLED ASSESSMENT POLICY

APPROVED BY:	GOVERNING BODY
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In Partnership with:

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Outlining staff responsibilities - GCSE Controlled Assessment

The overall aim of the policy is to:

- Ensure the school uses Controlled Assessment criteria to maximise candidates' achievements.
- Ensure consistent application of Controlled Assessments for all subjects across the school in line with the Awarding Bodies' requirements.
- Set out the responsibilities for all staff on every aspect of the Controlled Assessments.

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.
- With Heads of Faculty/ Department, coordinate Controlled Assessments schedule. It is advisable that Controlled Assessments be spread throughout the academic years of Key Stage 4.
- 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.
- Ensure that all Controlled Assessments are subject to this policy and where applicable the Examinations Policy.

Heads of Faculty/ Department

- Decide on the Awarding Body and specification for a particular GCSE.
- Provide the necessary requirements for Controlled Assessments to Senior Leadership Team, including preferred dates and rooming.
- Obtain confidential materials/ tasks set by the Awarding Body in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Where appropriate, develop new assessment tasks or contextualise sample Awarding Body's assessment tasks to meet local circumstances, in line with Awarding Body's specifications and control requirements.
- Ask the Special Educational Needs Coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- If candidates are absent for the original Controlled Assessment or miss vital preparation for it, make provisions for the candidates to complete the necessary work at another suitable time.
- Ensure that individual teachers understand their responsibilities with regard to Controlled Assessment, understand the requirements of the Awarding Body's specification and are familiar with the relevant teacher's notes, and any other subject specific instructions.

- Ensure individual teachers follow standardised schemes of work across the department.
- Ensure that teachers retain candidates' work securely between assessment sessions.
- Ensure that teachers mark the work in accordance with the correct mark schemes for the task.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that marks are submitted to the examinations office by the published deadlines so that they can be sent to the Awarding Body when required.
- 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.

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's specification for conducting Controlled Assessments, including any subject specific instructions, teacher's notes or additional information on the Awarding Body's website.
- Prepare the candidates for Controlled Assessments through quality Learning and Teaching and provide feedback to candidates.
- Follow the prescribed schemes of work within the department and be mindful of the assessment objectives for the unit to ensure equality of opportunity for candidates in all classes.
- Check that all candidates' notes to be used in the final Controlled Assessment are acceptable and meet the regulations of the Awarding Body.
- 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 the assessments at the specified level of control. Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the Awarding Body.
- Take part in moderating the marking of the assessments to ensure standardisation across the subject.

Examinations office staff

- Enter candidates in line with the Examinations Policy.
- Where confidential materials are directly received by the examinations office, to be responsible for receipt, safe storage and safe transmission.

- On the 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. Conduct those Controlled Assessments under external examination conditions.

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.

Appendix 1. Risk management process

Risks and issues	Possible remedial action		Staff
	<u>Forward planning</u>	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/ establish priorities well ahead (at the start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	HOF/HOD/SLT
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	HOF/HOD/SLT
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 Book an alternative room	Teacher
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/ centre facilities	Re-arrange assessment date	Teacher

Risks and issues	Possible remedial action		Staff
	<u>Forward planning</u>	Action	
Downloading Awarding Body set tasks			
IT system unavailable on the day of the 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 Re-schedule assessment	HOF/HOD/ Teacher/Technician
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's secure extranet site ahead of time	HOF/HOD/ Teacher/Technician
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to Awarding Body for replacement; download again	Teacher
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates Letter home to parents with key dates Calendar to parents and on school website	Teacher to contact home and arrange alternative session	Teacher
Candidates have a scheduling clash for examinations or assessment (possibly off site on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes N.B. retakes of Controlled Assessment are limited	Check before booking the date; provide an alternative date, where necessary and consult Awarding Body's procedures for dealing with timetabling clashes Controlled Assessments to be done only	Examinations Officer/ Teacher

	Block out examination periods from Controlled Assessments	in subject timetabled lessons	

Risks and issues	Possible remedial action		Staff
	<u>Forward planning</u>	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 Faculty/ department to discuss in meetings	HOF/HOD
Supervision			
Candidate 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	Teacher
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	Faculty/ department to discuss in meetings	HOF/HOD
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's specification	HOF/HOD to spend time with supervisor to explain how Controlled Assessment is to be conducted	HOF/HOD

* Not all Controlled Assessment will require the completion of a study diary or study plans

Risks and issues	Possible remedial action		Staff
	<u>Forward planning</u>	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's specification**	Seek guidance from the Awarding Body	HOF/HOD
Assessments have not been moderated as required in the Awarding Body's specification	Check specification and plan required moderation appropriately	Seek guidance from the Awarding Body	HOF/HOD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/ obtain different assessment tasks	HOF/HOD
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with Awarding Body's requirements, for each department as necessary	All candidates work to be kept in a secure storage, as with all coursework	Teacher
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces Spare classroom could become a secure storage unit	HOF/HOD/SLT

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

Risks and issues	Possible remedial action		Staff
	<u>Forward planning</u>	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 Letter home to parents with deadlines	HOF/HOD
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/ assessors are given clear deadlines (prior to Awarding Body's ones) to complete marking/ paperwork so the examinations office can process and send off marks ahead of Awarding Body's deadlines	Seek guidance from Awarding Body Moderation day	HOF/HOD
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
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 the end of season	HOF/HOD

Risks and issues	Possible remedial action		Staff
	<u>Forward planning</u>	Action	
Marking			
Teaching staff/ assessors interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Faculty time going through grade descriptions</p> <p>Arrange for remarking</p> <p>Consult Awarding Body's specification for appropriate procedure</p> <p>Moderation day</p>	HOF/HOD
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	<p>Check with the Awarding Body whether a later standardisation event can be arranged</p> <p>Moderation day</p>	HOF/HOD