

WOOLWICH POLYTECHNIC SCHOOL

CONTROLLED ASSESSMENT POLICY



Document:	Controlled Assessment Policy
Approval Date:	December 2016
Review Date:	December 2017
Responsibility:	<p>It is the requirement of the Joint Council for Qualifications (JCQ) that all examination centres have a policy for controlled assessment in place.</p> <p>It is the responsibility of the Senior Leadership Team/Governors to review the policy at regular intervals and monitor its implementation.</p>
Context of Policy:	Controlled assessments are a form of internal assessment which replaces GCE/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.

Key Features:

- Enables a more integrated approach to teaching and learning and assessment.
- Provides an increased facility to ensure that work is student's own.
- Enables teachers to choose the timing of the Controlled Assessment.
- Enables teachers to select a choice of tasks and contextualise them.
- Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning.
- Usually takes place in the classroom, within the normal timetable.
- Features levels of control designed to maximise reliability and authenticity.

Process of Controlled Assessment

The process has 3 stages:

- **Task Setting:** Tasks are set either by the awarding body (High Control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.
- **Task Taking:** Controlled Assessment tasks will be undertaken with three levels of supervision:
 - Formal** (High Level of Control) – Students complete their tasks under direct supervision throughout.
 - Informal** (Medium Level of Control) – Students can work under information supervision. This would constitute the analysis stage of the task.
 - Limited** (Low Level of Control) – Students can work unsupervised outside of the classroom. This would normally be at the research stage of the task.
- **Task Marking**

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Roles and Responsibilities

This Policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessments.

1. Senior Leadership Team

The Senior Leadership Team is accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. Controlled assessments to be spread throughout the academic years of Key Stage 4/5

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 has a calendar of events.

2. Subject Leaders/Heads of departments

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

To be familiar with *JCQ Instructions for Conducting Controlled Assessments*.

Make appropriate arrangements for the security of Controlled Assessment materials.

Check series availability and at the appropriate time supply to the Exams Officer details of unit codes for controlled assessment entries to be made by the awarding body's deadline.

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 contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

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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 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 (locked) 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 Additional Educational Needs Coordinator for any assistance required for the administration and management of access arrangements.

4. Examinations Officer

To be familiar with *JCQ Instructions for Conducting Controlled Assessment* plus any other related JCQ documents.

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, be responsible for receipt, safe storage and transmission of information and data, whether in CD or hard copy format, between teachers and awarding bodies.

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Download and distribute mark sheets for teaching staff to complete and collect and send mark sheets to awarding bodies before deadlines.

On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where the assessment can be carried out, at the direction of the Senior Leadership Team.

5. Additional Educational Needs Coordinator

Ensure access arrangements have been applied for.

To be familiar with *JCQ Instructions for Conducting Controlled Assessment* and other related JCQ documents.

Work with teaching staff to ensure requirements for support staff are met

Controlled Assessment practice

- A seating plan should be recorded for each Controlled Assessment and submitted to the Examinations Officer.
- Relevant display materials must be removed or covered up.
- All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
- Each student is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
- All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- Separate user accounts must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions.
- If work is saved on a portable device these must be collected in after each session and locked away in a similar manner as all assessment materials (see previous).
- If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- For long absences, special consideration should be applied for.
- Entries for Controlled Assessment must be made at the appropriate time.
- Attendance records from assessment sessions should be kept by the class teacher.
- Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
- Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be recorded in each candidate's own words.
- Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessment.

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- If suspected malpractice occurs, the Exams Officer must be informed.
- If a student's work is lost within the school, this must be reported to the exam board.
- Authentication forms must be signed by the teachers and candidates.
- Access arrangements do apply to Controlled Assessment.
- The assessment marks must be submitted to the exam board by the appropriate date.
- Candidates' work must be securely stored in a similar manner as all assessment materials (see previous) until all results have been verified.
- Re-sits of controlled assessment may be allowed in the next exam session.
- After the results are published it may be possible to request a re-moderation of the work.

Review September 2017