

## **The Stanway and Thomas Lord Audley Schools'** **Controlled Assessment Policy**

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

Controlled Assessment applies control over internal assessment at three points: task setting, task taking and task marking. There are also three levels of control that apply: high, medium and low.

This policy should be read in conjunction with:

- JCQ Instructions for conducting controlled assessment;
- JCQ Instructions for conducting coursework;
- JCQ Instructions for conduction examinations, and;
- Any other requirements specified in individual awarding body's instructions.

### **Definitions**

Controlled assessment is defined as work assigned to and completed by a student during a course of study. It makes up a proportion of the students final grade at the end of the course. It is designed to measure skills that are not effectively assessed by external assessment.

Controlled Assessment task are undertaken with three levels of supervision. It is vital that these are made clear beforehand and communicated with the students. A checklist approach can help here. It is also vital that Subject Leaders and Subject teachers ensure the appropriate level of supervision for each stage of the assessment task. GCSE specifications clearly outline the required levels of supervision. Drafts should be handed in with the final piece.

### **High level of control (formal):**

This means exam conditions.

- Students under direct supervision at all times – usually class teacher
- Resources and interactions limited to what has been specified by the GCSE awarding body
- Tasks may be undertaken during normal timetabled lessons in the classroom. However, this may not always be appropriate
- Use of mobile phones is prohibited, as well as internet/email access
- Where electronic storage devices have been used in preparation for the assessment, these must be checked to see that only permitted material is available
- Display material with direct relevance to the assessment must be covered
- Records must be kept of the date and time of each assessment along with a register of all students present and the name of the supervising teacher

### **Medium level of control**

- Interactions with others is permitted
- A level of supervision has to apply that will ensure that no plagiarism has taken place and that the work prepared for a final/formal assessment is the candidates own
- Sources used by the students must be clearly recorded

### **Low level of control**

- Some aspects of the work may be undertaken completely without supervision, at school or elsewhere – this could include research and data collection

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- Class teachers must follow the awarding body's specification when applying limited supervision

### **External dependencies**

Controlled assessment forms an element of the assessment procedures of both the internal and external examination system of students and as such is subject to regulation by the relevant examining body and JCQ.

### **Controlled Assessment scheduling**

It will not be possible to ensure that students are not undertaking more than one piece of controlled assessment at once and therefore students may be under considerable pressure at certain points during their courses with controlled assessment preparation and deadlines. Therefore each school will:

- Ensure that a controlled assessment calendar is produced and published every year in order to provide a structured guide for students and parents/guardians as to when controlled assessment will be happening during the academic year. Calendar decisions will be made by the SLT of each school.
- Ensure that students are supported and appropriately paced throughout their controlled assessments (as far as is possible).
- Provide catch up sessions for students who miss a controlled assessment session when initially scheduled.

### **The schools' responsibilities are:**

- Ensure that all students have equal access to everything they need to complete their controlled assessments in a fair way.
- Ensure that an effective communications strategy is in place to make sure that parents are fully informed about their child's preparation and progress in controlled assessments in alignment with the whole school policy on reporting.
- Ensure that each academic department develops, maintains and implements its own internal assessment procedures in line with the whole school policy for assessment and recording internal assessment and these to be evidenced in ongoing department practice.

### **The Senior Leadership responsibilities are:**

- Must be accountable for the safe and secure conduct of controlled assessments. Assessments must comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Prior to the start of an academic year, SLT (currently CHT) must coordinate with subject leaders to schedule controlled assessments.
- Must be responsible for resolving:
  - clashes/ problems with the timing or operation of controlled assessments.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Must ensure that controlled assessments are clearly marked on the school calendar and all staff members are made aware that controlled assessments take precedence over any other activity.

**The Head of Departments responsibilities are:**

Subject Leaders, in accordance with specific GCSE/Diploma awarding body guidelines, are responsible for the selection of the Controlled Assessment tasks which are selected from an approved list or for setting appropriate centre specific tasks.

- Must decide on the awarding body and specification for a particular GCSE.
- Must make the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* available to all staff in the faculty.
- Must 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.
- Must standardise, internally, the marking of all teachers involved in assessing an internally assessed component.
- Must ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Must ensure that members of staff are storing candidates' work securely between assessment sessions (if more than one). Where appropriate, subject leaders should implement a system to allow for this.
- Must 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.
- Must, where necessary, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Must supply all unit codes for controlled assessments and relevant entries to the exams officer.
- Must submit marks, through the exams officer, to the awarding body when required, keeping a record of the marks awarded.
- Post-completion, subject leaders must retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, the subject leader must retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Must liaise with the appropriate special educational needs coordinator (currently VMA) for any assistance required in the administration and management of access arrangements.

**Individual subject teacher's responsibilities:**

- Must familiarise themselves and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Must 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.
- Must 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.
- Must supervise assessments (at the specified level of control), only permitting assistance to students as the specification and regulations allow.

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- Must ensure that they sign authentication forms on completion of an assessment.
- Must ensure that students sign authentication forms on completion of an assessment.
- Must mark assessed components using the mark schemes provided by the awarding body and standardisation materials and guidance issued by their head of faculty.
- Must retain candidates' work securely between assessment sessions (if more than one).
- Must ensure they are aware of and implement any access arrangements in place for the students they teach, sitting controlled assessments.

**The Examination Officer is responsible for:**

- Must enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Must enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, the exams officer) is to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Must download and distribute mark sheets for subject leaders to use.
- Must collect and send mark sheets to awarding bodies before deadlines.

**The Special Educational Needs Co-ordinator is responsible for:**

- Must ensure access arrangements have been applied for.
- Must work with teaching staff to ensure requirements for support staff are met; where students have 1:1 supervision in the form of a scribe or reader this meets invigilation needs.

**Disciplinary procedures for academic misconduct**

Academic misconduct can be defined as any attempt by a student to gain an unfair advantage in either internal or external assessments. Academic misconduct is widely recognised to be (but may not be limited to):

- Copying: an imitation or reproduction of another students work.
- Plagiarism: the reproduction of another person's work, which may have been copied from a book or downloaded from the internet and not duly acknowledged.
- Collusion: a secret agreement between students to gain advantage during controlled assessment.
- Bribery/attempting to bribe: attempting to bribe a teacher for the answers to a controlled assessment or for their assistance during the assessment.
- Impersonation: One student taking a controlled assessment on behalf of another in order to gain advantage.
- Falsifying/fabricating data: Students 'making up' data on which a controlled assessment is based which they were supposed to have collected.
- Any other attempt to deceive the school and examination body in order to gain a mark we they would not have achieved without the deception.
- In the case of suspected academic misconduct the case will be dealt with in line with the school's policy.

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### **Ownership of Controlled Assessment**

Any piece of controlled assessment created by a student remains under the ownership of the school and once submitted will be securely stored by the school until it has no further value as examination materials.

The examination board will request samples of students' work to assess the internal marking of student work, in these circumstances any work sent to the board under this process may be retained by the examination board and used by them for training purposes.

It is strongly recommended that a copy of controlled assessment or ask for a photocopy once the work has been marked and sent off to the Examination Board.

Heads of Departments may make their own arrangements to return work to students once it has no further value to the school.

### **Appeals procedure**

There may be circumstances when a student feels that their work has not been treated fairly and therefore all students may submit an internal appeal to examine whether the work was treated in accordance with the policies and procedures laid down by the school and the examination bodies. The procedure is below:

- The appeal must be submitted to the Examination Officer in writing at least 4 weeks before the last exam in the series in which the controlled assessment was submitted.
- The Examination Officer and the appropriate senior leader will investigate any breaches to the school's controlled assessment, internal assessment or marking policies. This will include consideration of the examination body's procedures.
- This investigation will take place before the final examination in the series has been completed.
- The outcome of the investigation will determine whether the appeal will be successful and requires escalation or is rejected.

Scott Holder, September 2015

| Risks and Issues   | Possible Remedial Action   |  | Staff Responsible  |
|--|--|--|--|
|  | Forward Planning   | Action   |  |
| <b>Timetabling</b>   |  |  |  |
| 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   | Subject Leader   |
| 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   | Subject Leader   |
| <b>Accommodation</b>   |  |  |  |
| 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   | Class Teacher  |
| Insufficient facilities for all candidates                               | Careful planning ahead and booking of rooms / centre facilities  |  | Class Teacher  |
| <b>Downloading awarding body set tasks</b>                               |  |  |  |
| 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                                      | Subject Leader/Class Teacher                               |
| 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 | Subject Leader to check with IT for all departmental staff |
| Loss of task details in transmission                                     | Download tasks well ahead of scheduled assessment date   | Report loss to awarding body for replacement; download again   | Subject Leader/Class Teacher                               |

| Risks and Issues  | Possible Remedial Action  |  | Staff Responsible            |
|---|---|--|------------------------------|
|   | Forward Planning  | Action   |                              |
| <b>Absent candidates</b>  |   |  |                              |
| Candidates absent for all or part of assessment (various reasons)   | Plan alternative session(s) for candidates  |  | Class Teacher                |
| Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)                  | 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<br><br>N.B. retakes of controlled assessment are limited | Subject Leader/Class Teacher |
| <b>Control levels for task taking</b>   |   |  |                              |
| 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   | Subject Leader               |
| <b>Supervision</b>  |   |  |                              |
| 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   | Subject Leader               |
| 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   |  | Subject Leader               |
| Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> 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. |  | Subject Leader/Class Teacher |

| Risks and Issues  | Possible remedial action   |  | Staff Responsible            |
|---|--|--|------------------------------|
|   | Forward planning   | Action   |                              |
| <b>Task setting</b> ** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification |  |  |                              |
| 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   | Subject Leader               |
| 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   | Subject Leader               |
| <b>Security of materials</b>  |  |  |                              |
| Assessment tasks not kept secure before assessment  | Ensure teaching staff understand importance of task security   | Request/obtain different assessment tasks  | Subject Leader/Class Teacher |
| 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   | Subject Leader/Class Teacher |
| Insufficient or insecure storage space  | Look at provision for suitable storage early in the course   | Find alternative spaces (NOT EXAMS OFFICE)   | Subject Leader/Class Teacher |
| <b>Deadlines</b>  |  |  |                              |
| 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. | Class Teacher                |
| 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 the exams office can process and send off marks ahead of AB deadlines | Seek guidance from awarding body   | Subject Leader               |
| <b>Authentication</b>   |  |  |                              |



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| 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  | Class 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 end of season | Subject Leader |
| <b>Marking</b>   |   |   |                |
| 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                | Subject Leader |
| 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.                 | Subject Leader |