

Controlled Assessment Policy

Preamble

As part of the assessment process throughout Key Stage 4 more and more examination boards have replaced coursework with Controlled Assessments. Controlled Assessment measures subject specific skills that may not necessarily be tested by external assessment. ~~The number of assessments undertaken and the timing of such assessments varies from subject to subject, as does the percentage value of the final GCSE grade.~~

Individual subject departments are responsible for carrying out these Controlled Assessments over the course of Year 10 and 11, in line with examination board guidelines and JCQ instructions. Depending upon the level of control defined within the specification, Controlled Assessments may take place for example:

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

Policy

The procedures set out below ensure that:

- The systems in school combine entitlement with flexibility
- Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent
- Students undertake controlled assessments knowing what is expected of them in terms of preparation and behaviour
- Arrangements are put in place for students with Additional Learning Needs
- Students and parents are guided and informed about decisions on levels of entry or withdrawal from subjects (see guidance on entry and withdrawal)
- Staff understand fully their obligations and responsibilities with relation to controlled assessments
- The school meets the requirements of security for storage of assessments and is properly equipped to undertake the administration of assessments, including data processing and a results service
- Accurate data is available from both controlled assessments and examinations to inform target setting

Procedures

For the system of Controlled Assessments to run smoothly and efficiently key people take on responsibility for various tasks:

The Headteacher

- Has overall responsibility for the school as an examination/assessment centre

The Deputy Head teacher (Curriculum)

- Responsible for organising teaching and learning and therefore the opportunities for validation of controlled assessments for courses followed at key stage 4.

The Senior Management Link (Examinations)

- 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. (It is advisable that controlled assessments are 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.).
 - where possible ensure an even spread of pressure from controlled assessments
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.
- Liaise with the SMT person responsible for absence cover when necessary

Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40 per cent 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.
- 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.
- Monitor students' preparedness by teachers for undertaking controlled assessments

Class teachers

- Ensure students are prepared and briefed to undertake controlled assessments.
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* (2009).
- 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 to 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.
- Download and complete mark sheets for their classes. Send completed mark sheets to Exam Office.
- Retain candidates' work securely 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 appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams office staff

- 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.
- Liaise with other centres as appropriate.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- On the few 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.
- Liaise with parents in relation to matters of finance and cost.

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.
- Check assessment and timetable schedules to ensure identified students receive adequate time for assessments