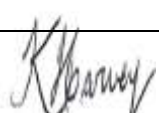
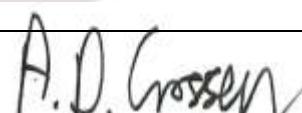


CONTROLLED ASSESSMENT POLICY



| | |
|----------------------------|--------------|
| NAMED PERSON: | Joe Dunckley |
| ATTACHED COMMITTEE: | Curriculum |

| | |
|--------------------------|----------------|
| Last Review Date: | September 2020 |
| Review Cycle: | 1 Year |
| Next Review Date: | September 2023 |

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| Mr Keith Harvey Co Chairman of Governing Body | Mr Andy Crossey Co Chairman of Governing Body |
| Signed:  | Signed:  |
| Date: September 2022 | Date: September 2022 |

1. INTRODUCTION

Controlled Assessment is the form of internal assessment that has largely replaced GCSE coursework. It is intended to enable teachers to authenticate and confirm that students have carried out the set assessment tasks in accordance with awarding body specifications.

Controlled assessment applies different levels of set control (High, Medium or Low) at each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the awarding body. For most subjects however, work will be marked by the Centre and moderated by the awarding body.

This policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing the controlled assessment process.

2. ROLES & RESPONSIBILITIES

SLT will:

- Ensure, on behalf of the Headteacher, that each department carries out controlled assessments in accordance with the instructions issued by the Joint Council for Qualifications (JCQ) and awarding bodies' subject specific instructions
- Create, publish & update an internal appeals policy for controlled assessment
- Co-ordinate with Curriculum Leaders a schedule for controlled assessment to take place
- 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 all staff, students and parents have access to a calendar of events

Curriculum/Subject Leaders will ensure that:

- They understand & comply with the JCQ guidelines for conducting controlled assessments.
- They obtain the controlled assessment tasks from the Exam Boards
- All marking is internally standardised
- All teachers within their department understand their responsibilities with regard to controlled assessment
- That they are familiar with the contents of the JCQ publication, "Instructions for conducting controlled assessments" (available on the T drive under Teachers Information)
- Individual teachers understand the requirements of the Awarding Body's specification particularly the level of control required 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 the school's circumstances, in line with awarding body specifications and control requirements
- They choose the most appropriate time for the controlled assessment to take place
- The Exams Officer is notified when high level controlled assessment is taking place
- The Special Educational Needs Co-ordinator (SENCO) is informed about any assistance required for the administration and management of access arrangements
- There is safe and secure conduct of controlled assessment in their area and comply with JCQ guidelines and the subject-specific instructions of the Awarding Body
- 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated

- There is a clear procedure within each department for carrying out controlled assessments that is communicated with the line-manager before they begin. This covers the carrying out of controlled assessment and appropriate staff training that takes place on an annual basis
- All confidential materials, together with the work produced by the candidates – whether saved on an electronic storage device, disc or hard copy - is stored securely at all times.
- Relevant display materials are removed or covered up
- In the case of 'Formal supervision' (high level of control) candidates do not have access to e-mail, the internet, mobile phones, smart watches, devices worn on the wrist capable of receiving messages, or any other electronic devices
- Where videos or photographs/images of the candidates are to be included as part of the controlled assessment consent is obtained from parents/carers/guardians
- A log is kept within the department that contains:
 - The date and time of each assessment together with its title
 - The name of the supervising teacher
 - A list of candidates who were present during the assessment
 - A list of any absent candidates
 - Details of any incidents which occurred during each and every controlled assessment.
- That they notify the Exams Officer of any students' work that is lost within the centre.

Subject teachers must:

- 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
- Obtain confidential materials/tasks set by the Awarding Body in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times
- Supervise assessments (**at the specified level of control**) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allow
- 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 by the date required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one)
- 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.

The Exams Officer will:

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test as advised by the Curriculum Leader, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are received directly by the Exams office, be responsible for the receipt, safe storage and safe transmission whether in CD, digital or hard copy format, between the Awarding Bodies and Curriculum Leader.
- Receive/download and distribute marksheets for teaching staff to complete then collect and submit completed marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where this can take place, at the direction of the SLT member with responsibility for Exams.

Special Educational Needs Co-ordinator will:

- Ensure identification and testing of those students who may be eligible for access arrangements
- Ensure access arrangements have been applied for
- Work with teaching staff to ensure requirements for support staff are met.

3. GOOD PRACTICE

- At the start of a formal session of controlled assessment candidates will be reminded to follow The Buckingham School examination regulations
- At the start of each session of controlled assessment, staff are encouraged to go through with students, the JCQ *Information for Candidates: Controlled Assessment* to ensure they fully understand the penalties incurred in the event of any kind of malpractice.

4. STUDENT MALPRACTICE

The Headteacher will:

- Report to the appropriate Awarding Body at the earliest opportunity all suspicions or actual incidents of malpractice
- If the irregularity is discovered prior to the candidate signing the Declaration of Authentication form investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the Awarding Body
- If the irregularity is identified after the candidate has signed the Declaration of Authentication, the Headteacher will submit full details of the case to the relevant Awarding Body at the earliest opportunity
- Supervise all investigations resulting from an allegation of malpractice
- Ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which could otherwise compromise the investigation
- Respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of School staff, candidates and any others involved.

5. TEACHER MALPRACTICE

- The school will carry out an investigation where it is evident that a teacher has helped a student with their controlled assessment beyond the guidelines contained within each specification
- Where there is malpractice it will be dealt with under the disciplinary policy of the School and the Awarding Body will be informed.

6. APPEALS

- After the results are published it may be possible to request a re-moderation of the work.

7. MONITORING & EVALUATION

7.1 This policy will be monitored at regular intervals by the Governors' Curriculum Committee.

8. RISK MANAGEMENT PROCESS

- See Appendix 1

8.0 Controlled Assessment Policy – Risk Management – Appendix 1

| Risks and issues | Possible remedial action | Staff |
|------------------|--------------------------|-------|
|------------------|--------------------------|-------|

| Risks and issues | Possible remedial action | | Staff |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------|
| | Forward planning | Action | |
| 1. Timetabling | | | |
| 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 | CLs with 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 sometime between assessments | CLs |
| 2. 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 | CLs, Site Team |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities | Use more than one classroom or multiple sittings where necessary | CLs, ICT Support |

| | Forward planning | Action | |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 3. Downloading awarding body set tasks | | | |
| 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 | CLs, ACLs, Subject leaders |
| Teaching staff unable to access task details | Test secure access rights ahead of schedule every year and every session | Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time | CLs, Subject leaders, Exams officer |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement; download again | CLs |
| 4. Absent candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | Communicate with parents, student and staff to confirm alternative date | CLs |
| 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 N.B. retakes of controlled assessment are limited. Check validity dates | CLs, subject teachers |
| 5. Control levels for task taking | | | |
| Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration) | Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required | Seek guidance from the awarding body | CLs, SLT, Subject teachers |

| 6. Supervision | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Student study diary/plan not provided or completed Not all controlled assessment will require the completion of a study diary or study plans | Ensure teaching staff 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 | CLs, subject teachers |
| Teaching staff do not understand supervision of controlled assessment is their responsibility | Ensure teaching staff understand nature of controlled assessments and their role in supervision | CPD sessions in or out of department to be completed in advance of conducting controlled assessment | SLT, CLs, subject teachers |
| Suitable supervisor has not been arranged for an assessment where teaching staff are not supervising | A suitable supervisor must be arranged for any controlled assessment where a teacher is not supervising, in line with the awarding body specification. | Controlled assessment to be postponed until appropriate supervision is in place – check with exam boards deadlines, etc. | CLs |

| Risks and issues | Possible remedial action | | Staff |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------|
| | Forward planning | Action | |
| 7. Task setting | | | |
| Teaching staff fail to correctly set tasks | Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification. (All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification). | Seek guidance from the awarding body | CLs, SLT, Subject teachers |
| 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 | CLs with SLT |
| 8. Security of materials | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security | Request/obtain different assessment tasks | CLs |
| 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 | CLs. Subject teachers |
| Candidates' work lost during or after assessment | Ensure log is kept of controlled assessment and that work is kept in a secure storage facility | Complete Form 15 from JCQ – 'Notification of Lost Centre Assessed Work' | CLs, EO |
| Insufficient or insecure storage space | Look at provision for suitable storage early in the course | Find alternative spaces | CLs with SLT, Site Team |

| Risks and issues | Possible remedial action | | Staff |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------|
| | Forward planning | Action | |
| 9. 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. | CLs, subject teachers |
| Deadlines for marking and/or paperwork not met by teaching staff | Ensure teaching staff 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 | CLs |
| 10. 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 | CLs, subject teachers |
| Teaching staff fail to complete authentication forms or leave before completing authentication | Ensure teaching staff 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 | CLs, subject teachers |

| Risks and issues | Possible remedial action | | Staff |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------|
| | Forward planning | Action | |
| 11. Marking | | | |
| Teaching staff 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 | CLs, SLT |
| 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. | CLs with SLT |

