



GCSE Controlled Assessment Policy

Issue Date: December 2020

Next Review: December 2022

Responsibility: Examinations Officer/SLT

Review Period: 2 years

Reviewed by: Senior Management Team

Purpose of this policy

To set out a framework for a clear and consistent approach to controlled assessment, allocating appropriate responsibilities, and assessing/planning for potential risks.

Review

This policy will be reviewed and approved every 2 years by the Curriculum & Pastoral Committee to ensure that it is fit for purpose and compatible with the existing policies.

What is Controlled Assessment?

Controlled assessment is a form of internal assessment and has replaced coursework in new GCSE specifications.

Responsibilities

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.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (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.
- Create, publish and update an internal appeals policy for controlled assessments.

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Heads of department/faculty

- Standardise internally the marking of all teachers involved in assessing an internally assessed component. This will be achieved through training and discrete time allocated for moderation.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment, through appropriate training.
- 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 contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements. This will be achieved by attending standardisation meetings.

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 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, with the Exams Office, ensure that such materials are stored securely at all times.
- Supervise assessments. 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 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 or external exam, before the deadline for final entries.
- Enter students' certification codes for the terminal exam series.

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- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom, to help arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Apply for access arrangements as requested by the SEN Co-ordinator.

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.

Risk Assessment

See Risk Assessment Policy below.

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Controlled Assessment Risks

Potential risks	Remedial action		Staff Responsible
	Forward planning	Action	
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	Curriculum Leaders /Examinations Officer
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	Assistant heads EO/Subject Co-ordinators
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	Assistant heads /Curriculum Leaders
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		EO/ Curriculum Leaders
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	Assistant heads /Curriculum Leaders/EO staff/ Teaching staff
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 to correct area of awarding body secure sites ahead of time	Assistant heads /Curriculum Leaders
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	EO/ Assistant heads /Curriculum Leaders/EO staff/
Absent candidates			

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Controlled Assessment Risks

Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Teaching staff
Potential risks	Remedial action	
	Forward planning	Action
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	EO/Subject Co-ordinators
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	Assistant heads /Curriculum Leaders/EO staff
Supervision		
Student study diary/plan not provided or completed (where relevant to subject).	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Assistant heads /Curriculum Leaders
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	Assistant heads
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 specification.	Assistant heads /Curriculum Leaders/EO staff
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 specification.	Assistant heads /Curriculum Leaders
Assessments have not been	Check specification and plan required	EO
	Seek guidance from the awarding body	
	Seek guidance from the awarding body	

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moderated as required in the awarding body specification	moderation appropriately					
Potential risks	Remedial action		Action	Staff Responsible		
	Forward planning					
Security of materials						
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security		Request/obtain different assessment tasks	Assistant heads /Curriculum Leaders		
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	Assistant heads /EO staff		
Insufficient or insecure storage space	Look at provision for suitable storage early in the course		Find alternative spaces	Assistant heads /Curriculum Leaders/EO staff		
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.	Assistant heads /Curriculum Leaders/EO staff		
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	Assistant heads /Curriculum Leaders		
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	Assistant heads /Curriculum Leaders		
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	Assistant heads /Curriculum Leaders		

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Marking			
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	Assistant heads /Curriculum Leaders
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	SLT/ Assistant heads /Curriculum Leaders/EO staff

SLT = Headteacher
Deputy Headteacher
Assistant Headteacher/s

Curriculum Leaders = Leader of Numeracy
Leader of Literacy

EO staff Examination Administration staff

Helen Ridout
Sean Jenks
Sarah Peel / Emma Jenkins / Sarah Davies

Paul Portlock-Smith
Ceri Finneral

Hannah Shepherd

Revised