

WOODLANDS ACADEMY



CONTROLLED ASSESSMENT POLICY

SEPTEMBER 2010

Controlled Assessment (CA) - Risk Management Process

Controlled Assessments contain three stages:

- Task Setting
- Task Taking
- Task Marking

Each stage has a specified level of control, High, Medium or Low. The following summary chart explains how this works.

| Controlled Assessment | Task Setting | Task Taking | Task Marking | Supervision Level | |
|-----------------------|--|--|---|-------------------|---|
| Low Control | N/a | Research Stage – students can work unsupervised, outside the classroom | N/a | Limited | Allocation of time must follow the time indicated by the exam board. Teachers can offer limited guidance on research, i.e. suitability or where to find information. Teachers must inspect the research and be satisfied that it doesn't contain inappropriate material i.e. plans or model answers. Once the research time is over, teachers must collect the folders in and keep them in a secure place. |
| Medium Control | Centres set the task (with guidance from the AB) | Analysis stage – students do their analysis and selection under informal supervision | Work is assessed by the teacher (and moderated by the AB) | Informal | At all times during the marking the teacher is responsible for keeping both research and written work secure. At no time during the marking, or afterwards, should the work be given back to the candidate. This would be classed as gross malpractice. |
| High Control | The AB sets the task | Write up stage, task done in a supervised classroom environment | Work is assessed by the AB | Formal | Strict supervision. All candidates must be in sight of the teacher at all times – no interaction with other pupils. Resources monitored at all times. No feedback can be given by teachers. Dates and time of CA must be recorded. Work must be kept secure between sessions and after the CA is fully completed. |

Outlining staff responsibilities - GCSE controlled assessment

Senior Leadership Team/Exam Manager

- 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.

Curriculum Leaders

- Decide on the awarding body and specification for a particular GCSE.
- Supply to the exams office details of all unit codes for controlled assessments.
- 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.
- 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 contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

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.
- 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 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.
- 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.
- Distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff/candidates are met.

Outlining staff responsibilities – Diploma principal learning controlled assessment

Senior leadership team, consortium management ,lead assessor and exams manager

- Accountable for the safe and secure conduct of controlled assessment, and ensure that it complies with both the JCQ general guidelines and awarding body instructions.
- Ensure procedures are in place to cover requirements for summative assessment – and that these are communicated to all relevant consortium staff.
- Map overall requirements for the year. Resolve any clashes/problems arising over the timing or operation of controlled assessments. Also any 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.

Domain assessors, line of learning leads, teaching staff and assessors

- Domain assessors and line of learning leads should decide on awarding body and specifications. (*In some cases this might be the responsibility of the consortium lead assessor depending on local circumstances*).
- Domain assessors must ensure that assessors understand controlled assessment requirements.
- Domain assessors and/or line of learning leads are responsible for ensuring that assessment tasks meet the requirements of the awarding body specifications, and for applying the relevant control requirements. (For example, by internally checking and approving assessments written by teaching staff and/or assessors, or ensuring they have been approved by the awarding body).
- 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 line of learning, level and unit 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.
- Where appropriate, obtain confidential materials/tasks set by the awarding bodies from the relevant exams office in sufficient time to make preparation for assessments.
- Develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

- Follow the requirements for supervision as set out in the awarding body specification at the specified level of control, only permitting assistance to students as the specification allows.
- Domain assessors need to work with assessors to standardise the marking of internally assessed units for each line of learning.
- Where an assessor will not be supervising the controlled assessment, he or she **must** arrange for a suitable person to do so, in line with the awarding body specification.
- Ensure that learners and assessors sign authentication forms on completion of an assessment.
- Mark assessments according to the mark schemes and guidance provided by the awarding bodies. Submit the marks through the relevant exams office to awarding bodies when required, keeping a record of the marks awarded.
- Retain learners work securely between assessment sessions (if more than one).
- Post-completion, retain learners' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain learners' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ask the home centre special educational needs coordinator/additional learning support for any assistance required for the administration and management of access arrangements.

Exams office staff

(Please note this could refer to the exams office of an individual school or college, or to a centralised exams office that covers all controlled assessment within a consortium depending on local circumstances.)

- Enter learners for all units, whether assessed by controlled assessment internally, or externally assessed, before the awarding body deadline.
- 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.
- Distribute marksheets for the use of teaching staff, and collect/send them to awarding bodies before deadlines.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff/candidates are met.