

Policy for the Management of Controlled Assessment for Legacy GCSE Specifications

Introduction

The purpose of this policy is to:

- Identify staff responsibilities in planning and managing GCSE controlled assessments;
- Examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.

This policy does not cover:

- Internal assessment procedures within the parameters of the whole centre policy for Assessment, Recording and Reporting as these will be evidenced in ongoing departmental practice;
- Procedures for setting, scheduling, marking, standardising, moderating and administering external Coursework/Controlled Assessment as regulated by the awarding organisations.

Outlining staff responsibilities - GCSE controlled assessment

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 Curriculum Leaders 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

Curriculum Leaders

- Decide on the awarding organisation and specification for a particular GCSE. Ensure that the terminal assessment requirement is met in accordance with the awarding organisation 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 organisation'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 organisation assessment tasks to meet local circumstances, in line with awarding organisation specifications and control requirements.
- Supply to the Exams and Data Manager details of all unit codes for controlled assessment entries.

SENCos

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

Subject Teachers

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*, an up to date copy is available on the network in Gen Staff.
- Understand and comply with the awarding organisation specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding organisation'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 organisation. Submit marks through the exams office to the awarding organisation when required, keeping a record of the marks awarded.
- Inform candidates of the marks which have been submitted to the awarding organisation, but in doing so must make it clear that those marks are subject to change through the moderation process. Candidates should be advised of their marks within a sufficient window in order to allow time for any review of marking to be concluded **prior** to the submission of marks to the awarding organisation.
- 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 SENCo for any assistance required for the administration and management of access arrangements.

Exams and Data Manager

- Create, publish and update an internal appeals policy for controlled assessments.
- 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 if 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.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.

Operations Manager

- 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.

Example risks and issues	Possible remedial action		Staff
	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 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	Curriculum Leaders SLT
Assessments arranged on college days	Plan assessments to avoid usual college days	Students should not miss college days where possible. If this is unavoidable consultation with college.	Curriculum Leaders SLT
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	Subject Teachers Curriculum Leaders Operations Manager
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Multiple sittings where necessary	Subject Teachers Curriculum Leaders Operations Manager

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding organisation 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	Subject Teachers Curriculum Leaders Network Manager
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 organisation secure extranet sites ahead of time	Subject Teachers Exams and Data Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding organisation for replacement; download again	Subject Teachers Network Manager
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Teachers Curriculum Leaders
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 organisation procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	Subject Teachers Curriculum Leaders Exams and Data Manager

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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 organisation	Curriculum Leaders
Supervision			
Student study diary/plan not provided or completed*	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	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		Curriculum Leaders
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 organisation specification.		Curriculum Leaders Operations Manager

* Not all controlled assessment will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding organisation specification**	Seek guidance from the awarding organisation	Curriculum Leaders
Assessments have not been moderated as required in the awarding organisation specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding organisation	Curriculum Leaders
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Subject Teachers Curriculum Leaders
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding organisation requirements, for each department as necessary	Take materials to departmental secure storage	Subject Teachers Curriculum Leaders
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Curriculum Leaders

** All tasks whether set by the awarding organisation or the centre/consortium must be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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 organisation on further action.	Subject Teachers Curriculum Leaders
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding organisation ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding organisation	Curriculum Leaders Exams and Data Manager
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	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	Curriculum Leaders

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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 organisation specification for appropriate procedure	Curriculum Leaders
Centre does not run standardisation activity as required by the awarding organisation	Plan against the requirements for standardisation for the awarding organisation when and how this activity will be conducted.	Check with the awarding organisation whether a later standardisation event can be arranged.	Curriculum Leaders
Access Arrangements			
Candidate isn't given access arrangements to complete controlled assessment	Have an AA column on Progress Reviews so each time the mark sheet is opened by the subject teacher it's clear what arrangements have been authorised by JCQ.	Arrange access arrangements with SENCo/ISA in advance of controlled assessments.	Subject Teachers SEnCo/ISA
Scribe cover form isn't completed	Keep a blank copy on U:/ so subject staff can access it to complete at the time the controlled assessment is completed.	Subject teachers to arrange for a scribe with SENCo and ensure the scribe cover sheet is completed.	Exams and Data Manager Subject Teachers SEnCo/ISA