



# Holbrook Academy

## GCSE CONTROLLED ASSESSMENTS POLICY 2017-18

<b>Date Approved</b>	26 <sup>th</sup> June 2017
<b>Signed</b>	Chris Graham Chair of Q&M Committee
<b>Minuted</b>	26 <sup>th</sup> June 2017
<b>Date of Next Review</b>	July 2018

*This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.*

## **1. DEFINITION**

Controlled Assessment is a form of internal assessment which replaces GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

Controlled Assessment applies control over internal assessment at three points: task setting; task taking and task marking. Three levels of control apply – high, medium and low.

## **2. RESPONSIBILITIES**

### **Head of Centre:**

- To be familiar with Joint Council for Qualifications (JCQ) Instructions for Conducting Controlled Assessments.
- Responsible to relevant GCSE awarding bodies to ensure that all controlled assessments are conducted according to qualification specifications.

### **Examinations Officer:**

- To be familiar with JCQ instructions for conducting controlled assessment and other related JCQ documents.
- To be familiar with general instructions relating to controlled assessment from each relevant GCSE awarding body.
- In collaboration with Subject Leaders / Teachers in Charge of Subject, to submit controlled assessment marks to the relevant awarding body.
- In collaboration with Subject Leaders / Teachers in Charge of Subject, dispatch students' assessments for moderation.
- In collaboration with Subject Leaders / Teachers in Charge of Subject, make appropriate arrangements for the security of controlled assessment materials
- Co-ordinate requests for access arrangements

### **Subject Leader / Teacher in Charge:**

- To be familiar with JCQ instructions for conducting controlled assessment
- To understand and comply with specific instructions relating to controlled assessment for the relevant GCSE awarding body.
- To undertake appropriate departmental standardisation of controlled assessments
- In collaboration with the Examinations Officer, to submit controlled assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of controlled assessment materials

### **SENCO**

- To be familiar with JCQ instructions for conducting controlled assessment with reference to access arrangements

## **Subject Teachers**

- To undertake controlled assessments in accordance with specific instructions from the relevant GCSE awarding body and the JCQ Instructions for Conducting Controlled Assessments.
- To take part in appropriate departmental standardisation of controlled assessments.

### **3. TASK SETTING**

In accordance with specific GCSE awarding body guidelines, Subject Leaders / Teacher in Charge of Subject will be responsible for the selection of controlled assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

### **4. TASK TAKING**

Controlled Assessment tasks will be undertaken with three levels of supervision:

- Formal (high level of control)
- Informal (medium level of control)
- Limited (low level of control)

Subject Leaders / Teachers in Charge of Subject will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task. Levels of supervision are clearly outlined in each subject specification.

At this school **formal supervision** means:

- Candidates will be under direct supervision at all times – in most cases, supervision will be undertaken by the class teacher
- Use of resources and interaction with others will be limited to what has been specified by the GCSE awarding body
- Tasks will be undertaken during normal timetabled lessons in the usual teaching base
- Use of mobile phones and internet / email access will be prohibited
- If candidates have to use electronic storage devices for their assessment work or related resources, appropriate checks will be made to ensure only permitted material is accessible
- If candidates require the use of word processors the Exams Officer will provide secure logins.
- Subject specific display material with direct relevance to an assessment task will be covered
- A record will be kept of the time, date of each assessment together with the name of the supervisor(s) and all students present for the assessment session(s)
- A separate record of any incidents which occur during assessments will also be kept.

At this school **informal supervision** means:

- Interaction with others, including group work is permitted

- The level of supervision applied ensures that the school is able to confirm that plagiarism has not taken place and preparation for a final / formal assessment is the candidates own work
- Sources use by candidate are clearly recorded

At this school **limited supervision** means:

- Some aspects of work may be undertaken completely without supervision / outside the classroom – this may include research and data collection
- Class teachers will make close reference to the relevant awarding body's specifications when applying limited supervision.

## **5. TASK AUTHENTICATION AND MARKING**

Each year, before the first controlled assessment is conducted in school, all students in Year 10 will be issued with a copy of the JCQ Notice to Candidates GCSE and Principle Learning: Controlled Assessments. Candidates will be reminded of the key points from this document before completing each assessment task. Parents will be informed that students have received this guidance.

Before assessment tasks are submitted, candidates will be required to sign a declaration confirming that the work is their own and that assistance given / sources used have been acknowledged.

Class teachers responsible for supervising and marking controlled assessments are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions and they are satisfied the work has been produced solely by that candidate.

This school will use the JCQ declaration of authentication for controlled assessments or a similar document provided by the relevant GCSE awarding body.

If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected, this will be referred to the relevant Subject Leader and Examinations Officer who will follow the guidance set out in the JCQ instructions for controlled assessment.

Internally assessed tasks will be marked by the class teacher according to the requirements of the subject specification. Work will be annotated according to subject specification requirements.

Internal standardisation will be completed before external moderation to ensure all work has been marked to the same standard.

If a teacher teaches his / her own child, this will be declared as a conflict of interest and assessment work will be sent to the moderator whether it has been requested as part of the sample or not.

If a controlled assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

## **6. FACTORS AFFECTING INDIVIDUAL CANDIDATES**

If a candidate misses part of a controlled assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Access arrangements will be facilitated according to the published JCQ guidance on access arrangements.

The school will consider requests to repeat controlled assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders.

If a controlled assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

## **7. SCHEDULE FOR CONTROLLED ASSESSMENT**

The school will produce a schedule showing periods of controlled assessment for each subject. This will be linked to the whole school calendar and extra curricular events in order to prevent candidates from missing important assessments. As far as possible the school will adhere to the published schedule of assessments.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	SLT
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	SLT
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Head of Department
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Head of Department

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Downloading awarding body set tasks</b>			
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	Head of Department
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Head of Department / Exams Officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Control levels for task taking</b>			
The 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	Head of Centre / Exams Officer
<b>Supervision</b>			
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	Head of Department
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Head of Department / Exams Officer
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Head of Centre

\* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Head of Centre / Exams Officer
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Head of Centre / Exams Officer
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Head of Centre / Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Head of Centre / Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer

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

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Head of Centre / Exams Officer
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Head of Centre / Exams Officer
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Head of Department / Exams Officer
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Exams Officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p>	Head of Department / Exams Officer
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Head of Department / Exams Officer