



Tasker Milward VC School GCSE Controlled Assessment Policy

Issue No	Author	Date Written	Approved by Governors	Comments
1	M Treiber- Johnson	Nov 10		
2	M Treiber- Johnson	Oct 12	Nov 2012	
3	M Treiber- Johnson	Feb 15	Feb 2015	

This policy should be read in conjunction with the Examinations Policy.

RESPONSIBILITIES

HEAD OF CENTRE

- Has overall responsibility for the safe and secure conduct of controlled assessments.
- Inspects periodically the secure facilities within Departments used to store candidates' work.
- Must ensure assessments comply with the Joint Council for Qualifications (JCQ) guidelines and awarding bodies' subject-specific instructions
- Ensure there is an Internal Appeals Policy for controlled assessments.

SENIOR LEADERSHIP TEAM

- To approve all policies, timetables and risk assessment documents concerning controlled assessments.

HEADS OF DEPARTMENT

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of the qualification is taken in the exam series in which the qualification is certified, in accordance with the awarding body rules. This 40% should not include a resit unit.
- Standardise internally the making of all teachers involved in assessing an internally assessed component.
- Ensure subject 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 contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Understand and ensure the department complies with the subject specific guidelines contained in the JCQ publication 'Instructions for Conducting Controlled Assessments'.
- Supply relevant information to the Exams Office concerning the timing, security, storage arrangements and control level of the controlled assessments within their Department, as well as any room or supervision requirements.
- Be responsible for the secure facilities used to store the candidates' work within the Dept.
- Ensure all the relevant documentation, including authentication forms, has been completed at the end of the assessment.
- Ensure the marks for internally assessed components are made available to the exams office when requested.

SUBJECT TEACHERS

- Understand and comply with the awarding body specification for conducting controlled assessments, including and subject specific instructions, teachers' notes, or additional information on the awarding body's web site.

- Obtain and be responsible for the security of confidential materials relating to controlled assessments, whether in printed or electronic form, in sufficient time to prepare for the assessments.
- Supervise assessment at the specified level of control. Undertake the tasks required under the regulations, only permitting assistance to the students as the specification allows.
- Ensure that all documentation is in place and signed at the end of the assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body, and make these marks available to the Head of Department when required.
- Securely retain candidates' work between assessment sessions
- Securely retain candidates' work on completion until after the closing date for enquiries about results. In the event that an enquiry is submitted, retain until after the outcome and any subsequent appeal has been received.
- Ensure that access arrangements are in place for candidates who are entitled to them.

EXAMS OFFICER

- Create and update an internal appeals policy for controlled assessments and present it to SLT for approval. Once approved, distribute to the relevant departments.
- At the start of the academic year, consult with Heads of Department concerning their subject specific requirements for controlled assessments. Include the timing, the security, the level of control and any accommodation or supervisory arrangements required.
- Create a calendar of events for controlled assessments in order to highlight:
 - Possible clashes between departments
 - Alternative accommodation requirements
 - Requirement for secure exam accounts
 - the timing of the assessments is fair to the candidates
- Ensure that all staff have a calendar of events.
- Where confidential materials are directly received by the exams officer, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Ensure all access arrangements applications have been made.
- Enter students for all individual units before the final entries deadlines
- Cash-in candidates for the terminal exam series, ensuring that the 40% rule has been adhered to.
- Download and distribute awarding body documents to Departments, and ensure they are completed and sent back before the deadline dates.
- On the few occasions where controlled assessment cannot be conducted in the classroom, provide alternative accommodation.

SPECIAL EDUCATIONAL NEEDS DEPARTMENT

- Provide the Exams Officer with the necessary evidence to make on-line Access Arrangements applications in a timely fashion
- Provide SEN candidates with the relevant support to enable them to complete the assessment

NETWORK MANAGER

- Provide IT support to departments whose candidates are allowed to word-process their controlled assessment.
- Where necessary, provide and maintain the use of secure exam accounts for candidates to create and securely store their work.

CANDIDATES

- Must read and understand the JCQ document concerning Controlled Assessments.
- Must do some independent research into the Controlled Assessment topic.
- Must reference materials used from a published source i.e. place quotation marks around it and state where it came from
- Must not claim information from published sources as their own,
- Must not copy from another candidate or allow other candidates to copy from them
- Must not use unauthorised electronic devices during sessions with formal supervision, nor have access to the internet
- Must not be absent without good reason for sessions that require formal supervision
- Must meet the deadlines given
- Sign an 'Declaration of Authentication' form at the end of the assessment, before submitting the assessment to subject teachers, stating that the work is their own, and acknowledging any assistance given and resources used.

Tasker Milward VC School

POLICY FOR INTERNAL ASSESSMENT DECISIONS **AT GCSE, AS AND A LEVEL**

Our policy is designed to promote quality, consistency accuracy and fairness in assessment and awarding.

1. The candidate will have produced coursework that has been authenticated as original work according to the Joint Council document issued to all examination candidates in Years 10, 11, 12 and 13.
2. The candidate will have produced, under subject-specific controlled conditions, a unit of work that reflects their knowledge of the designated task.
3. All candidates are given written and oral advice about the production of coursework and deadlines to be met.
4. All candidates are given written and oral advice on the production of the work for the controlled assessment, the levels of control involved, deadline and exam dates.
5. Within a department, all candidates are given adequate, and the same, time to produce the coursework/assessment.
6. Internal assessments are conducted by staff having the appropriate knowledge, understanding and skills.
7. The consistency of the internal assessment is secured through the departmental mark scheme, marking criteria and internal standardisation as necessary.
8. Each Awarding Body specifies detailed criteria for the internal assessment of subject specific work and staff responsible for internal standardisation attend any training sessions given by the Awarding Body.
9. The Awarding Body moderates the Assessed coursework/oral tapes/CDs and the final mark awarded is that of the Awarding Body. This mark is outside the control of the school and is not covered by this procedure.

Internal Assessment Appeals Procedure

If at any stage during your examination courses, you have concerns about the process used in assessing your internally marked work for public examinations (e.g. coursework, projects or portfolios), or the conduct of GCSE controlled assessments, then you must initially discuss this with your subject teacher and/or the relevant Head of Department. Hopefully, this will resolve the situation.

If the matter is not resolved then you should see the Examinations Officer as soon as possible to discuss whether a formal appeal should be made. Any appeal is very much a last resort and a request for an appeal will not be accepted unless these other avenues have first been explored. It is expected that appeals will be extremely rare.

An appeal would be very weak if you have not kept to the agreed deadlines (unless that is what the appeal is about) or you have not tried to sort it out within a fortnight of the problem arising. You may not appeal against any mark that has been awarded unless you think that this has been because of a procedural error, and you must be able to identify the procedural error.

Procedure

1. The appeal must be made in writing by the pupil or parent to the **School's Examination Officer by 31st May** of the year that the coursework was assessed. The grounds for the appeal must be clearly stated. The candidate can be supported in the presentation of their case by a parent/guardian.
2. The Headteacher will nominate a Senior member of staff to work with the Examinations Officer (EO) and lead the enquiry, provided the EO has played no part in the original assessment process. An experienced Head of Department and School Governor to act as an independent member will also be on the panel.
3. The panel will examine the evidence for the procedures used in the assessment, decide upon their appropriateness and that the procedures have been properly followed as required by the Awarding Body concerned. The enquiry will be completed by the end of June of that examination series.
4. The panel's findings will be formally reported back to the candidate/parent/guardian at the beginning of July.
5. Records of the request for the appeal, the evidence, deliberations of the panel and the result will be kept by the Examinations Officer and made available to the Awarding Body if required.
6. Note that the grounds for appeal only relate to procedures used in arriving at internal assessment decisions or the production of externally assessed work and do not apply to the marking judgements themselves.

Risk Management Policy

<u>Risk</u>	<u>Forward planning</u>	<u>Action</u>	<u>Staff</u>
<u>Timetabling</u>			
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	HoDs / Exams 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	HoDs
<u>Accommodation</u>			
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	HoDs / Exams Officer
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		HoDs / Exams Officer

<u>Risk</u>	<u>Forward planning</u>	<u>Action</u>	<u>Staff</u>
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	HoDs / Exams Officer / 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 body secure extranet sites ahead of time	HoDs / Exams Officer / Network Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HoDs / Exams Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Organise time with candidates	HoDs / Teacher
Candidates have a scheduling clash for exams or assessment (possibly off-site 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	HoDs / Teacher

<u>Risk</u>	<u>Forward planning</u>	<u>Action</u>	<u>Staff</u>
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	Seek guidance from the awarding body	HoD
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	
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		
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		

* Not all controlled assessment, whether for Principal Learning (Wales) or GCSEs, will require the completion of a study diary or study plans.

<u>Risk</u>	<u>Forward planning</u>	<u>Action</u>	<u>Staff</u>
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*	Seek guidance from the awarding body	
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	
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	
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	
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	

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

<u>Risk</u>	<u>Forward planning</u>	<u>Action</u>	<u>Staff</u>
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	
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 awarding body deadlines	Seek guidance from awarding body	
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	
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	

<u>Risk</u>	<u>Forward planning</u>	<u>Action</u>	<u>Staff</u>
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	
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	