

Controlled Assessment Management Policy

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The purpose of this policy is to help all staff and students involved in the completion, administration and management of controlled assessment to identify their responsibilities

This policy should be read in conjunction with the *Internal Assessment Appeals Policy*

Definition of Controlled Assessment

Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting; task taking and task marking.

Depending on the level of control defined within the specification, controlled assessments may take place for example:

- In a normal timetabled lesson or other defined session under supervised conditions;
- Entirely within the centre under supervision with controlled access to resources; or
- Outside the centre and involve research with limited supervision.

Controlled assessments may take place at any time during the course. However, centres **must** ensure that the controlled assessment task issued to candidates is appropriate to the year in which the assessment will be submitted to the awarding body.

Process of Controlled Assessment

The process has 3 stages

➤ *Task Setting:*

Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

➤ *Task Taking:*

Three levels of control apply:

- Low control – students can work unsupervised outside the classroom. This would normally be at the research stage of the task.
- Medium control – students can work under informal supervision. This would constitute the analysis stage of the task.
- High Control: Students complete their task under direct supervision throughout. This is the write up stage of the task.

➤ *Task Marking:*

Task marking has either a High or Medium Control level.

- High control means that the awarding body marks the tasks.
- Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework. In this case, teaching staff must use moderation to standardise marking in accordance with specific exam board criteria.

Roles and 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 are spread throughout the academic years of Key Stage 4.)

- Map overall resource management requirements for the academic 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.

➤ *Heads of department:*

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

➤ *Teaching staff:*

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body's 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 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 candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, 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 officer*

- 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 mark sheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.
- Create, publish and update an internal appeals policy for controlled assessments.

➤ *Special educational needs coordinator/additional learning support (SENCo)*

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

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.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. This will be co-ordinated by the SENCO.

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Head of centre

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Exams officer

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Date

The policy is next due for review on 31/09/2017.