



GCSE CONTROLLED ASSESSMENTS POLICY

1. Rationale

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.

2. Aims and Objectives

- To ensure that all JCQ and GCSE awarding body guidelines are clearly understood and followed in the completion of controlled assessment.
- To ensure that all students have the opportunity to undertake controlled assessments in an appropriate study environment, giving due regard to special access arrangements.
- To enable students to reach their full potential in the controlled assessment element of GCSE courses.

3. Roles and Responsibilities

Head of Centre/Headteacher:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting controlled assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all controlled assessments are conducted according to qualification specifications.
- To ensure Access Testing is undertaken for identified candidates in accordance with JCQ regulations.

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 Directors of Learning / Teachers in Charge of Subject, to submit controlled assessment marks to the relevant awarding body.
- Create, publish and update an internal appeals policy for controlled assessments.
- In collaboration with Directors of Learning / Teachers in Charge of Subject, dispatch students' assessments for moderation.
- In collaboration with Directors of Learning / Teachers in Charge of Subject, make appropriate arrangements for the security of controlled assessment materials
- 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.
- **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.

Directors of Learning / 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.
- 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.

Under the direction of Headteacher:

- At the start of the academic year, begin coordinating with other subjects to schedule controlled assessments.
- 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);

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- To be familiar with JCQ instructions for conducting controlled assessment with reference to special access arrangements.
- To oversee testing to identify candidates entitled to special access arrangements.
- Co-ordinate requests for special access arrangements and oversee provision of support for candidates with additional support.
- To make on-line applications for Special Access Arrangements for candidates identified through Access Testing procedures.

Subject Teachers

- Understand and comply with the general guidelines detailed within the JCQ publication Instructions for conducting controlled assessments, including special access arrangements.
- 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.
- To ensure that students understand the assessment criteria for any given assessment task.
- 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.
- To take part in appropriate departmental standardisation of controlled assessments
- 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.

4. Monitoring of Implementation and Evaluation of Impact

This policy will be monitored by the Headteacher with responsibility for Curriculum who will report annually to the Full Governing Body.

Full Governing Body 22 March 2021
Date of next Review March 2022

Appendix 1

Guidance for Staff

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.

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)

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
- 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.

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.

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 Director of Learning 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.

Marks will be shared with students by the agreed dates to facilitate the internal appeals procedure.

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.

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 Learning Support.

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 Directors of Learning.

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

Schedule for Controlled Assessment

Directors of Learning will provide an overview of periods of Controlled Assessment for each subject. This will have regard for the whole school calendar to prevent candidates from missing important assessments. As far as possible candidates will be given one week's notice of Controlled Assessments.

Coursework Risk Management Process

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
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	HOS, Curric
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	HOS, Curric
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	Director of Learning for subject
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	DoL with Exam 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	Exam Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates Ensure that students and parents are informed of assessment dates		DoL

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
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	DoL
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	DoL / subject teachers
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		DoL
A 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 session where a teacher is not supervising, in line with the awarding body's specification		HOS, Curric / cover manager

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

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
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	DoL / HOS, Curric
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	DoL / HOS, Curric
Security of materials			
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	DoL / Exam 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	DoL / Exam 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	DoL / Exam Officer

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

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
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	DoL / subject teacher
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	DoL / HOS, Curric
Authentication			
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	DoL / SLT
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	DoL / SLT

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practising 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>	DoL / HOS, Curric
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	HOS, Curric