



GCSE Controlled Assessment Policy

Reviewed By:	Hasan Gulzar
Approved by:	Ed Coogan
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GCSE CONTROLLED ASSESSMENT POLICY

Introduction

Controlled assessment is a form of internal assessment that is normally marked by the centre and subsequently moderated by the Awarding Body, usually CCEA.

Controlled Assessment is an extremely important element of many GCSE courses and makes up a significant part of the final GCSE grade.

It is in parents', pupils' and teachers' interests that pupil's complete high quality assessments and controlled assessment should be seen as a priority in raising standards and tackling underachievement.

The control levels (High, Medium or Low) are set by the Awarding Body for each stage of the assessment process.

The time allocated to controlled assessment tasks is set by the Awarding Body and will vary between subjects. Specific details for each task will be issued by the subject teacher at the beginning of the assessment.

Roles and Responsibilities

The Assistant Head Teacher will:

- Ensure, on behalf of the Secondary Head Teacher, that each department carries out controlled assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);
- Coordinate with Subject Leaders, and other relevant groups / committees / individuals the schedule for controlled assessment to take place throughout the year;

- Ensure, with Subject Leaders, that parents / pupils are aware of key dates in the controlled assessment programme and that the parents / pupils are aware of the requirements for controlled assessment including the JCQ Information for Candidates document.
- Ensure that parents / candidates are aware of the internal appeals process.

Subject Leaders will:

- Manage the controlled assessment programme in their department in accordance with JCQ, Awarding Body and subject - specific requirements and guidance;
- Ensure that all teachers in their department are familiar with the contemporary JCQ document Instructions for conducting controlled assessments and that they understand their roles and responsibilities in accordance with the relevant documents and guidance;
- In particular, Subject Leaders should ensure that all teachers fully understand the significance of the different levels of control applied to individual sections of the Controlled Assessment task (CAT);
- Ensure that all confidential materials, together with candidates' work, are stored securely at all times. Secure storage is defined as a secure locked steel cabinet or similar;
- Liaise with the SENCO concerning any assistance required for the administration and management of access arrangements and / or extra time requirements;
- Ensure that a log is kept which contains the date and time of each assessment, the names of teachers involved, a list of candidates present, a list of absent candidates, and a log of any incidents that took place during the controlled assessment;
- Ensure that the marking of candidate's work is standardised across the department as required and ensure that documentary evidence is retained from all standardisation exercises;
- Ensure that there is an explicit, contemporary policy on the implementation of controlled assessment and that appropriate staff development takes places as and where necessary.

Subject Teachers will:

- To comply with the guidelines contained in the JCQ publication Instructions for conducting controlled assessments;
- At the start of each assessment session remind pupils of the requirement to have mobile phones etc. turned off and ensure that the pupils are aware of the level of control required for that particular session;

- Be familiar with and comply with Awarding Body general and subject- specific requirements for conducting controlled assessments;
- Ensure that all materials, including pupils' work, are securely stored;
- Supervise assessments at the specified level of control;
- Ensure that authentication forms are completed and securely stored;
- Mark internally assessed components as required, using the Awarding Body mark schemes and carry out any associated administration concerning the recording of marks as required;
- Take part in any standardisation of marking meetings within the department as required.

Exams Officer will:

- Enter, or ensure that Subject Leaders/ subject teachers have entered pupils for the appropriate units within the timescales specified;
- Ensure that all appropriate administrative tasks including the receipt, storage and distribution of confidential examination documents and other necessary documents takes place;
- Where necessary arrange suitable accommodation when it is more appropriate to have controlled assessment carried out in an 'exam centre' as opposed to a classroom (Note: depending on the nature of the task and the time of the year involved this task may become the remit of the Exams Officer in charge of internal examinations).

The SENCO will:

- Ensure that access arrangements have been applied for;
- Work with teaching staff to facilitate access arrangements.
- Provide Subject Leaders with a list of candidates entitled to extra time for Controlled Assessment.

The Head of Secondary will:

- Report to the Awarding Body all instances of suspected or actual malpractice;
- Supervise, or delegate the supervision, of all investigations resulting from an allegation of malpractice.

Responsibility of parents:

- Parents should ensure that their child is in school, and as well prepared as possible, for the preparation and carrying out of controlled assessment tasks, except for legitimate absence.
- Parents should have discussed the implications of the JCQ Information for candidates document with their child and should be sure that he / she is aware of all the issues raised by this document.

Responsibility of candidates:

- It is the student's responsibility to adhere to the guidance provided by the subject teacher on Controlled Assessment.
- Candidates should contact their Subject Teachers directly following a period of absence.

Controlled Assessment – absence

Illness

If a candidate is ill and misses any element of the Controlled Assessment, the Subject Teacher will arrange at least ONE catch-up session after school, or at another agreed time, within the deadlines set by the controlled assessment regulations at which attendance will be compulsory.

Unauthorised absence

- It is the responsibility of the candidate and the candidate's parents/guardians to inform the Principal, their teacher and the HOD if they know that they will be absent for any part of the Controlled Assessment process; any alternative arrangements that are made to accommodate individual candidates in these circumstances will be at the discretion of the HOD and will not be optional.
- Every effort will be made to allocate the same amount of time to such candidates as was afforded to those who were in class but, due to time constraints and teachers' other duties and commitments, this may not always be possible; candidates who were absent

without authorisation will be expected to work within these time constraints. Candidates who do not attend specially reorganised Controlled Assessment sessions may forfeit the associated marks for their GCSE.

- All Controlled Assessment sessions will take priority over other extra-curricular (including sporting) fixtures and commitments (exceptional circumstances will be considered).

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

Risk Management

Example 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	Exams Officer HODs
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 sometime between them	Exams Officer HODs
Accommodation			
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. Use the new hall where appropriate for the assessment.	Exams Officer HODs
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Use the room booking system and facilities help desk, two weeks prior to assessment to book the room(s) and facilities required.	Exams Officer HODs Facilities Team
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 IT

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 HODs
Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HODs Exams Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Book equipment and rooms as necessary for the candidate to be able to complete the assessment.	HODs
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	HODs HOC Exams Officer
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	HODs 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	Seek guidance from awarding body on the level of supervision required	HODs Subject Teachers

	assessments and their role in supervising assessments		Exams Officer
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	An invigilator is to be booked in advance of the session to ensure correct supervision is adhered to	HODs Exam Officer
Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
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	HODs Subject Teachers 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	HODs Subject Teachers Exams Officer
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	HODs Subject Teachers Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding	Seek guidance from the awarding body	HODs Subject Teachers

	body's requirements, for each department as necessary		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	HODs Subject Teachers Stuart Brooks
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	HODs Subject Teachers Exams Officer
Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
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	HODs Subject Teachers Exams Officer
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	Find candidate and ensure authentication form is signed	Subject Teachers

	when it is completed and handed in for marking		
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	HODs Subject Teachers
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 re-marking Consult the awarding body's specification for appropriate procedures	HODs Subject Teachers 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	HODs Subject Teachers Exams Officer