

HEALING
SCHOOL



A Science Academy

Healing School - A Science Academy Controlled Assessment Policy 2018/19

This policy is reviewed annually to ensure compliance with current regulations

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Consultations/Training	Exams Officer/Inclusion Manager, SLT & Governors

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Purpose of the policy

This purpose of this policy is to:

- *identify staff responsibilities in planning and managing GCSE controlled assessments;*
- *examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.*

This policy complies with JCQ's 2018/19 General Regulations requirement for centres to have in place, and be available for inspection purposes, a **written** policy with regard to the management of GCSE controlled assessments.

This policy does not cover specific [instructions for conducting controlled assessments](#) which are provided by JCQ and awarding bodies.

Staff responsibilities in planning and managing GCSE controlled assessment (legacy GCSE qualifications)

Vice Principal - Curriculum

1. Accountable for the safe and secure conduct of controlled assessments.
Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
2. At the start of the academic year, begin coordinating with Heads of Faculties to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
3. 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.);
4. Ensure that all staff involved have a calendar of events.
5. Ensure the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre-assessed marks) and requesting a review of the centre's marking.

Head of Faculty working with the Exams Officer

1. Standardise internally the marking of all teachers involved in assessing an internally assessed component.
2. Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment and are familiar with the JCQ publication *Instructions for Conducting Controlled Assessments*.
3. Ensure that assessments are being supervised at the level of control as specified by the awarding body.
4. 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.
5. Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
6. 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.
7. Ensure that teaching staff are aware of:
 - where/how to retain candidates' work securely between assessment sessions (if more than one)
 - post-completion, where/how to retain candidates' work securely until the closing date for enquiries about results
 - in the event that an enquiry is submitted, where/how candidates' work should be securely retained until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre
8. Supply to the exams officer details of all unit codes for controlled assessments

9. Ensure that teaching staff are aware of:
 - where/how to retain candidates' work securely between assessment sessions (if more than one)
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10. Supply to the exams officer details of all unit codes for controlled assessments.

Teaching staff

1. Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
2. 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.
3. Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times in accordance with sections 2.1 and 2.2 of "*Instructions for conducting controlled assessments*".
4. Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
5. Ensure that pupils and supervising teachers sign authentication forms on completion of an assessment.
6. Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks through the exams office to the awarding body by the published deadline, keeping a record of the marks awarded.
7. Informs candidates of their marks which could be subject to change by the awarding body moderation process
8. Retain candidates' work securely between assessment sessions (if more than one).
9. 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.
10. Ask the appropriate Special Educational Needs and Disability Co-ordinator (SENDCo) for any assistance required for the administration and management of access arrangements.

Exams Officer

1. 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.
2. Where necessary, download and distribute marksheets for teaching staff to use.
3. **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 Vice Principal.
4. Ensures candidates and teaching staff are aware of the JCQ document Information for Candidates
5. Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution.

Special Educational Needs and Disability Co-ordinator

1. Ensure access arrangements have been applied for in conjunction with the EO
2. Work with HoF and teaching staff to ensure requirements for Learning Support staff are met where candidates are completing their controlled assessment under the supervision of the Learning Support Department.

Risk management process

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
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	SLT/HoF
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/HoF
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	Teaching Staff/EO
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HoF/EO/Premises Staff

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
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	HoF/EO
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	HoF/EO
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HoF/EO
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoF/Teaching Staff
Unexpected absence of a candidate for one or more formally supervised sessions		Give the candidate the opportunity to make up the missed time.	HoF/Teaching Staff

Example 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	SLT/HoF
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	SLT/HoF
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		SLT/HoF/EO
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	HoD should make the Cover Manager aware in good time of the requirement if any supervisory staff required other than the subject teacher.	HoF

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

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	HoF
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	HoF
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	HoF
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	Take materials to secure storage	HoF
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	HoF

** 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	<i>Action</i>	
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	HoF/EO
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	HoF/EO
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	HoF
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	HoF/Teaching Staff

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
Marking			
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>	SLT/HoF
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	SLT/HoF