

POLICY: CONTROLLED ASSESSMENT/COURSEWORK

PERSON RESPONSIBLE: Assistant Headteacher **MONITORING:** Headteacher

DATE: October 2017

REVIEW DATE: October 2019

Adopted by Governors on 29th November 2017

RATIONALE

Controlled Assessment/Coursework is important to Paget High School, in its aims to improve standards and to unlock the full potential of all students. A well-structured and organised system is essential, so that all students, parents and staff have confidence in the process in place. Students are familiarised with the rules and regulations that are expected under Controlled Assessment/Coursework conditions from the earliest time possible.

PURPOSE

- To ensure that all students have equal opportunities to perform to their maximum potential.
- To ensure that controlled assessments/coursework are conducted safely and that guidelines and subject-specific instructions are met.

PRINCIPLES

- All entries for controlled assessments/courseworks are made through the Head of Curriculum Area, Examinations Support Officer and SLT line manager.
- All withdrawals are made through the HOCA, Examinations Support Officer and SLT line manager
- All students will have equal opportunities to perform to the best of their ability, to fulfil this requirement the Examinations Support Officer and the SENCO will work together to obtain special arrangements and special consideration for students as necessary.
- Parents/students will have the opportunity to discuss all results with teaching staff after publication.

CONCLUSION

A well-organised system is vital to reduce pressure on all concerned. Controlled Assessment/Coursework procedures will be reviewed annually, the Examinations Support Officer and SLT line manager will carry out the review process after consultation with HOCA's. Continuous review of the process is an integral part to the development of the school, the students and the Staff.

WORKING PRACTICE: CONTROLLED ASSESSMENT/COURSEWORK

PERSON RESPONSIBLE: Assistant Headteacher (Data) **MONITORING:** Headteacher

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Outlining Staff 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.

Create, publish and update an internal appeals policy for controlled assessment.

Head of Curriculum Area

Decide on the awarding body and specification for a particular award.

Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.

Standardise internally the marking of all teachers involved in assessing an internally assessed component.

Ensure that individual teachers understand their responsibilities with regard to controlled assessment/coursework.

Ensure that individual 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.

Retain candidates' work securely between assessment sessions (if more than one).

All Controlled assessment scripts will be kept locked in the Exams Office until required. HOCAs/Teacher responsible will need to sign Controlled Assessment scripts out and back in to evidence scripts are accounted for.

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 SENCO for any assistance required for the administration and management of access arrangements.

Teaching Staff

Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting controlled assessments/coursework.

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

Supply to the exam office details of all unit codes for controlled assessments/coursework.

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 students as the specification allows.

Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

Mark internally assessed components using the mark schemes provided by the awarding body, annotating as required.

Participate in internal moderation of coursework marking and adjust marks according to the moderation as required.

Submit marks through the HOCA to the exams office in good time, keeping a record of the marks in line with Curriculum Area policy.

Exams Office Staff

Enter students for individual units, whether assessed by controlled assessment/coursework, external exam or on-screen test, before the deadline for final entries.

Enter students 'cash-in' codes for the terminal exam series.

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, and collect and send mark sheets to awarding bodies before deadlines.

On the few occasions where Controlled Assessment/Coursework cannot be conducted in the classroom arrange suitable accommodation where Controlled Assessment/Coursework can be carried out, at the direction of the senior leadership team.

Special Educational Needs Coordinator/Additional Learning Support

Ensure access arrangements have been applied for.

Work with teaching staff to ensure requirements for access arrangements are met.

Referrals to mentors (KS4/5)

The school is committed to providing support for students who experience difficulty in completing controlled assessment/coursework whilst ensuring compliance with JCQ guidelines and awarding bodies' subject specific instructions. and individual teachers or HoCAs may refer students to mentors for support. There is a mentor for KS5 and one for KS4. Most curriculum areas also have TA support that may be used to support controlled assessment/coursework completion. Gained time, training days, parents'/carers' consultations and Saturday Club may also be used by staff to support underachievers.

All referrals must be made on the forms provided in the staffroom and passed to the Assistant Head (Data) for action.

Lost Controlled Assessment/Coursework

If there is an issue with lost controlled assessments/coursework at the point of external moderation, then there is a form which can be completed. This should be an exceptional circumstance. Further information can be obtained from the Examinations office.

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	R Blaize
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	R Blaize
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	J Bailey
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		J Bailey

Risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
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	HOCA
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	HOCA
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	B Tunncliffe
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HOCA

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	HOCA/R Blaize
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	HOCA
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		HOCA
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		HOCA

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	HOCA
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	HOCA/R Blaize
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	B Tunnicliffe/R Blaize
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	B Tunnicliffe/R Blaize
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	B Tunnicliffe/R Blaize

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	HOCA/R Blaize
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	HOCA/R Blaize
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	HOCA/R Blaize
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	HOCA/R Blaize

