

**BLUE COAT CHURCH OF ENGLAND
SCHOOL AND MUSIC COLLEGE**



**CONTROLLED ASSESSMENT
POLICY**

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Purpose of the policy

Blue Coat is committed to ensuring that whenever it's staff assesses students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have the appropriate knowledge, understanding and skills and who have been trained in this activity. Blue Coat School is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation ensures consistency.

If a student feels this may not have happened in relation to their work, they may make use of the appeals procedure (see Blue Coat website or contact the Examination Office). Appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by Blue Coat School for moderation by the Awarding Body.

The aims of this policy are to outline:

- what Controlled Assessment is
- requirements of staff running Controlled Assessments
- student supervision arrangements
- use of resources
- arrangements for feedback
- requirements for the presentation of students' work
- authentication procedures
- the marking of Controlled Assessment (internally)
- procedures for internal appeals and against malpractice

This policy applies to all members of the school community (pupils and staff) involved in Controlled Assessment.

This purpose of this policy is to:

- *identify staff responsibilities in planning and managing GCSE controlled assessments;*
[Taken from JCQ [GCSE controlled assessments - Outlining staff responsibilities \(editable template\)](#)]
- *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.*
[Taken from JCQ [GCSE controlled assessments - Risk management process \(editable template\)](#)]

This policy complies with JCQ's 2016/17 [General Regulations](#) 5.8 in that the centre is required 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)

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

Heads of department/faculty

- 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 office staff

- 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.

Special educational needs coordinator/additional learning support

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

Risk management process

| Example risks and issues | Possible remedial action | | Staff |
|---|---|---|--|
| | Forward planning | Action | |
| Timetabling | | | |
| Controlled assessments should all be planned to dovetail together to avoid clashes. | LHE coordinates the creation of a Controlled Assessment plan at the start of each academic year for all year groups involved. | Plan in place and regularly updated. | LHE |
| All subjects have relevant time in the timetable to complete controlled assessments. | LHE to timetable equitable blocks of time to each subject area. | Timetable in place | LHE |
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| Accommodation | | | |
| Ensure through the plan, all controlled assessments take place in a suitable environment. | Venues to be set up based on need of cohorts and level of control. | Ensure through the plan, all controlled assessments take place in a suitable environment. | Venues to be set up based on need of cohorts and level of control. |
| SEND pupils to be accommodated | Accommodate those with SEND access arrangements | Pre book with SEND what is required and when including extra time. | JEA/LHE/MBE |
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| Example 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 with MBE | Book IT equipment well ahead and download tasks before scheduled date of assessment with IT | All |
| Teaching staff unable to access task details | Test secure access rights ahead of controlled assessment schedule every year and every session including BTECs | Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule | LHE/MBE/TCA |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date in all cases with MBE | Contact awarding body and ask for replacement task; download again | HODs and MBE |
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| Absent candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | HODs to info LHE of absence so we can organise further sessions within allowance of the task. | LHE and HODs |
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| Example risks and issues | Possible remedial action | | Staff |
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| | 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 | HODs/MBE |
| | Staff to have all read the Controlled Assessment Handbook guides for their relevant board (available from MBE) and the JCQ Documentation | Implement a CA Audit which must be signed to acknowledge this has been done. | Teaching staff/HODs |
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| Supervision | | | |
| 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 | KS4/KS5 HODs meetings to take place and completion of the CA audit forms. | LHE/HODs |
| 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 | LHE with MBA to arrange external invigilators for High control sessions | LHE/MBE with HODs guidance |
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| Example 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 and All teaching staff to sign the CA audit forms | HODs |
| 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 |
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| Security of materials | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff fully understand the importance of task security – training ran through KS4/KS5 HODs | Contact the awarding body to request/obtain different assessment tasks keeping the exam officer informed. | HODs |
| 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 | Exam accounts created for all pupils in CA periods. All written paperwork to be stored securely in each area. | HODs/IT |
| Insufficient or insecure storage space | Look at provision for suitable storage at the start of the course | Find alternative storage within the centre. Alert the examination officer is this is the case so we can provide further storage | HODs/IT/LHE/MBE |
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| Example 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 | If this is thought to be a potential issue it should be flagged to LHE immediately If it is for medical reasons, health notes should be sought Mark what candidates have produced by the deadline Seek guidance from awarding body on further action | HODs, LHE |
| 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 | HOD, LHE, VSH |
| | | | |
| 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 Alert LHE Immediately | HOD |
| 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 | HOD |
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| Example risks and issues | Possible remedial action | | Staff |
|---|---|---|--------------------------------------|
| | Forward planning | Action | |
| 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 within teams, involving LT line management as necessary.</p> <p>Full moderation process with time allocated for timetable to ensure this is carried out effectively.</p> | <p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p> | HODs/SLT/LHE to arrange timetabling. |
| 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 – built in timetable. | Check with the awarding body whether a later standardisation event can be arranged | LHE |
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