



Hove Park School Controlled Assessment Policy

Date Ratified:	Frequency of Monitoring Report:	Frequency of Review:	Next Review Date:
27/01/14		Annually	Summer Term 15
Governor Link:		Staff Link:	Committee:
R Conroy		J Gaston	Attainments and Standards

Controlled Assessment currently takes place in the following GCSE subjects:

- Art and Design
- Biology
- Business Studies
- Catering
- Chemistry
- English Language
- English Literature
- French
- Geography
- German
- Health and Social Care
- History
- ICT
- Italian
- Media Studies
- PE
- Physics
- Science Core
- Science Additional
- Spanish

Key features of Controlled Assessments:

- Enables a more integrated approach to teaching and learning and assessment
- Provides an increased facility to ensure that work is the student's own
- Enables teachers to choose the timing of the controlled assessment
- Enables teachers to select a choice of tasks and contextualise them
- Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning
- Usually takes place in the classroom, within the normal timetable
- Features levels of control designed to maximise reliability and authenticity

Process of Controlled Assessment:

The process has 3 stages

1. Task Setting
2. Task Taking
3. Task Marking

Task Setting:

Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

Task Taking:

Three levels of control apply:

1. Low control – students can work unsupervised outside the classroom. This is normally the research stage
2. Medium control – students can work under informal supervision. This is normally the analysis stage
3. High Control: Students complete their task under direct supervision throughout. This is the write up stage.

Task Marking:

Task Marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework.

This Policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessments.

Heads of Centre

Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

In the summer term, begin coordinating with Heads of Department to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic Years of Key Stage 4 or as appropriate for GCSE courses studied in other Years).

Map overall resource management requirements for the 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.

Head of Department

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

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

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. Submit marks through the exams office to the awarding body when required, 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 Officer

Enter students for individual units, whether assessed by controlled assessment, 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 marksheets for teaching staff to submit marks, and collect and send marksheets to awarding bodies before deadlines.

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

Special Educational Needs Co-ordinator

Ensure students have been tested for access arrangements, and where appropriate access arrangements have been applied for.

Work with teaching staff to ensure requirements for support staff are met

6. Risk Management Process

Risks and issues	Possible remedial action		Staff
	<i>Forward planning</i>	<i>Action</i>	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		
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	

Teaching staff unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time	
Validity of assessment	Check task validity date	Make sure task is still valid for the year of entry of the unit	
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited and check validity dates	
Control levels for task taking			
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	

Supervision			
Student study diary/plan not provided or completed. (Not all controlled assessment will require the completion of a study diary or study plans .)	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	
Teaching staff do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff understand nature of controlled assessments and their role in supervision		
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 where a teacher is not supervising, in line with the awarding body specification.		
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification. (All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.)	Seek guidance from the awarding body	
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	

Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	
Insufficient or insecure storage space	Look at provision for suitable secure storage early in the course	Find alternative spaces	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	
Deadlines for marking and/or paperwork not met by teaching staff.	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of Awarding Body deadlines	Seek guidance from awarding body	

Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	
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 remarking. Consult awarding body specification for appropriate procedure	
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	

