

Introduction

This policy is produced in accordance with the current JCQ guidelines, available on the shared drive under the Accreditation folder.

From 2016-2017, most GCSE subjects will have no CA component, but there are still some Entry Level 1/2 Certificates which require this policy to be in place.

For Coursework requirements, see the relevant specifications and the JCQ publication ICC for the relevant year (saved on the shared drive under Accreditations)

Control levels (High, Medium or Low) are set for each part of the process: task setting, task taking and task marking.

Managing controlled assessment requires:

- Allocation of roles and responsibilities to different members of staff
- A controlled assessment policy in place
- A centre-wide plan to co-ordinate controlled assessment activities
- The monitoring of progress of controlled assessment tasks

Staff responsibilities - Controlled assessment

Management Team

- Is accountable for the safe and secure conduct of controlled assessments.
- Ensures assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, will begin coordinating controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years for years 9-11)
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.

Subject Leaders

- Decide on the awarding body and specification
- Inform Exams Officer of dates/boards/specifications for controlled assessments
- Inform Centre Manager of timetable requirements in sufficient time to ensure adequate provision can be made
- 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 the requirements are understood 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 contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements
- 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. If an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

- Will download and/or distribute marksheets for the use of teaching staff –
- **Lyn Cook** will ensure access arrangements have been applied for. -

Exams Officer

- Will enter learners for all units, whether assessed by controlled assessment internally or externally assessed, before the awarding body deadline
- Where confidential materials are directly received, the exams officer, will be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format

Policy

- Controlled assessments should be suitably incorporated into schemes of work
- A centre-wide plan should be in place to ensure deadlines are met and that young people's achievements are not compromised.
- All teachers will be expected to plan work effectively to incorporate controlled assessments into their teaching time, liaising with other education providers if required.
- All relevant staff (as outlined in staff responsibilities) should obtain all the necessary information from the relevant awarding body concerning the assessment task and the controls (see below) which need to be applied to it.

Appropriate levels of control

The level of control varies across different subjects. Subject Leaders will be expected to ensure the appropriate level of control is in place for each part of the process

Task Setting

Awarding body (High control) and/or teachers (medium control)

Task Taking

1. Low control
Research: young people can work unsupervised outside the classroom
2. Medium Control
 - Analysis: young people do their analysis and selection under informal supervision
 - Production of portfolio work for art
3. High control
Write-up: young people write up their task in a formally supervised, classroom environment.

Task Marking

1. High Control – the awarding body does the marking
2. Medium Control – work is assessed by teachers and moderated by the awarding body

Formal supervision (high level of control) means (in English GCSE Controlled assessment):

- Young people must be in direct sight of the supervisor at all times
- The use of resources is tightly prescribed, normally only research folders/diaries
- Young people must complete all work independently
- Young people must not communicate with each other
- No assistance can be given to young people.

Informal supervision (medium level of control) means (in Art GCSE Controlled Assessment):

1. Young people do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated.

2. Teachers must ensure that:
 - the young people's work is their own
 - plagiarism does not take place
 - the contributions of individual young people are recorded accurately
 - Young people have access to resources
 - Young people can work together
 - Young people can receive limited teacher guidance.

Although subject specific guidance is available in each specification, the following table from JCQ guidelines summarises what categories of feedback and advice are permitted.

Category of Advice / Feedback	High Control	Medium Control	Limited Control
Review candidates' work and provide oral and written advice at a general level	X	✓	✓
Evaluate progress to date and propose broad approaches for improvement	X	✓	✓
Allow candidate to review and re-draft work	X	✓	✓
Provide detailed specific advice on how to improve drafts to meet assessment criteria	X	X	X
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves	X	X	X
Intervene personally to improve the presentation or content of the work	X	X	X

(JCQ Controlled Assessment in GCSE 2017-2018)



Controlled Assessment Risk Management Process

Risks and issues	Possible remedial action		Staff (Use RACI)†
	Forward planning	Action	
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	Tutors: R, A Centre manager: C, I Head: I
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 facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Team planning and awareness of requirements	Tutors: R, A Centre manager: C, I Head: 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	Tutors- R
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Tutors- R, A Exams officer: A, C Head: I
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Tutors- R, A Exams officer: A, C Head: I
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Ensure timetabling allows for this	Tutor: R, A Centre manager: C, I Head: I

Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Tutors- R, A Exams officer: A, C Head: I
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	Tutors- R, A,C,I
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		

* Not all controlled assessment whether for the Diploma or GCSEs will require the completion of a study diary or study plans

Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	Tutors- R, A,C,I Head: I
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	Tutors- R, A,C,I Head: I
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Tutors- R, A,C, Head: I
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	Tutors- R, A,C, Head: I
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Tutors- R, A,C, Head: I

** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

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.	Tutors: R, A,C Head: I
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors 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 AB 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	Tutors: R, A,C Head: I
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors 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	Tutors: R, A,C Head: I
Marking			
Teaching staff/assessors 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	Tutors: R,A,C Head: I
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.	Tutors: R,A,C Head: I

†

R - Responsible for the risk/issue

A - Accountable for the risk/issue

C - Who should be Consulted about this risk/issue

I - Who should be Informed should the risk/issue arises