

## Controlled Assessment Policy

### Introduction

This policy is produced in accordance with the current JCQ guidelines, available on the JCQ Website. From 2016-2017, most GCSE subjects will have no CA component as this has been replaced with Non-Examined Assessment (NEA). There are still some Entry Level Qualifications which require this policy to be in place. For Coursework requirements, see the relevant specifications and the JCQ publication ICC for the relevant year.

*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 about controlled assessment.

#### Subject Leaders

- Decide on the awarding body and specification
- Inform Exams Officer of dates/boards/specifications for controlled assessments
- Inform Student Welfare and Office 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 exam's 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 ensure access arrangements have been applied for within the designated timeframes.

- Will download and/or distribute marksheets for the use of teaching staff

### 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 individualised timetables and learning plans where appropriate.
- 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: Low, medium or high control

### Task Taking

1. Low control: For English, the awarding body will provide guidance on devising their own speaking, listening and communication tasks at each level to centres.
2. Medium Control: The awarding body will set tasks for the reading and writing components at each entry level.
3. High control
  - Task preparation – may take place under informal supervision
  - Task sitting - must be under controlled conditions. During the assessment the learner must be in the direct sight of the supervisor at all times.

### 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

### Entry Level English

**Speaking, listening and communication task setting: low control** A low level of control means that Pearson will provide guidance on devising their own speaking, listening and communication tasks at each level to centres. Learners must complete activities to cover all the requirements of the skill standards at the level they are studying.

**Reading and writing task setting: medium control** A medium level of control means that Pearson will set tasks for the reading and writing components at each entry level. For each level of the reading component Pearson will set six tasks and learners must complete all the questions for two tasks at the level of which they are

studying. For each level of the writing component Pearson will set two tasks and learners must complete both tasks at the level at which they are studying. The reading and writing tasks will be replaced each year.

### **When will the tasks be available?**

The reading and writing tasks will be made available for centres before the start of the academic year. They will be available for secure download from our website. Each task will be valid for submission on any assessment window in the forthcoming year.

### **When should the task be made available to learners?**

Learners should only be permitted access to the task at the point of assessment.

### **Task taking: high control**

Learners' preparation for a task should include the development of the functional skill. Preparation may take place under informal supervision

- Authenticity control: preparatory work may be completed under limited supervision.
- Supervision: an appropriate person should supervise the learner. It is acceptable to use an assessor/invigator who the learner feels comfortable with and knows well.
- Dynamic assessment: artefacts, flash cards and media may be used in assessment to supplement the tasks/texts set, provided the learner produces an independent response to the task
- Feedback: tutors may support learners through the preparation process
- Collaboration: learners may collaborate in preparation but must provide an individual response to the task
- Resources: learners should use the range of appropriate resources available to the centre. The same range of resources must be made available to all learners within a centre

### **The controlled assessment**

The completion of a task must be under controlled conditions. During the assessment the learner must be in the direct sight of the supervisor at all times. Input such as clarification of the requirements, reading the questions for the writing component etc is acceptable

- Learners must be provided with a suitably quiet, undisturbed location, with adequate heating and lighting.
- The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to that which is being assessed. However, displays should not provide a prepared answer to the task questions. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

### **Controlled conditions**

Learners will be able to complete a task only when supervised. If this takes place over more than one session, learners' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

The completed assessment record sheets and assessment evidence for a sample of the cohort must be retained at the end of the controlled assessment for verification purposes.

Learners with agreed particular requirements, in relation to their mode of learning or assessment, can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to appropriate access regulations on the Pearson website.

Learners may have access to:

- notes, which must be checked to ensure they do not include a prepared response
- a dictionary.

Learners must not have access to:

- prepared response

These levels of control apply for the Pearson Entry Level English Specification until August 2021. For guidance regarding controlled assessment for the reformed English qualification please refer to the following documents:

- 2019 English [specification](#)
- [Instructions for the Conduct of Controlled Assessments](#)
- [Quality Assurance Handbook](#)

### **Entry Level ICT**

#### **Task setting: medium control**

A medium level of control means that Pearson will set three assessment tasks at each entry level. Learners complete one task at the level that they are studying. These tasks will be replaced each year.

#### **When will the tasks be available?**

The tasks will be made available for centres before the start of the academic year. These will be available for secure download from our website. Each task will be valid for submission on any assessment window in the forthcoming year.

#### **When should the task be made available to learners?**

Learners should only be permitted access to the task at the point of assessment.

#### **Task taking: high control**

Learners' preparation for a task should include the development of the functional skill. Preparation may take place under informal supervision

- Authenticity control: preparatory work may be completed under limited supervision.
- Supervision: an appropriate person should supervise the learner. It is acceptable to use an assessor/invigilator who the learner feels comfortable with and knows well.
- Dynamic assessment: artefacts, flash cards and media may be used in assessment to supplement the tasks/texts set, provided the learner produces an independent response to the task
- Feedback: tutors may support learners through the preparation process
- Collaboration: learners may collaborate in preparation but must provide an individual response to the task
- Resources: learners should use the range of appropriate resources available to the centre. The same range of resources must be made available to all learners within a centre

#### **The controlled assessment**

The completion of a task must be under controlled conditions. During the assessment the learner must be in the direct sight of the supervisor at all times. Input such as clarification of the requirements, reading the questions for the writing component etc is acceptable

- Learners must be provided with a suitably quiet, undisturbed location, with adequate heating and lighting.
- The accommodation normally used by learners may be used for assessment. There is no need to remove posters, displays or materials containing information relevant to that which is being assessed. However, displays should not provide a prepared answer to the task questions. It is acceptable for the learner to draw on external sources (with the exception of direct help from the assessor) during the assessment period.

### **Controlled conditions**

Learners will be able to complete a task only when supervised. If this takes place over more than one session, learners' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

The completed assessment record sheets and assessment evidence for a sample of the cohort must be retained at the end of the controlled assessment for verification purposes.

Learners with agreed particular requirements, in relation to their mode of learning or assessment, can have their usual support, unless this compromises the outcome of the assessment. Those providing assistance should refer to appropriate access regulations on the Pearson website.

Learners may have access to:

- notes, which must be checked to ensure they do not include a prepared response

Learners must not have access to:

- prepared response



# Controlled Assessment Risk Management Process

Risks and issues	Possible remedial action		Staff (Use RACI)†
	Forward planning	Action	
<b>Timetabling</b>			
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 Office 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	
<b>Accommodation</b>			
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Team planning and awareness of requirements	Tutors: R, A Office Manager: C, I Head: I
<b>Downloading awarding body set tasks</b>			
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
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Ensure timetabling allows for this	Tutor: R, A Office manager: C, I Head: I

<b>Control levels for task taking</b>			
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
<b>Supervision</b>			
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 <b>not</b> 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 will require the completion of a study diary or study plans

<b>Task setting</b>			
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
<b>Security of materials</b>			
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.

<b>Deadlines</b>			
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	Tutors: R, A,C

		body on further action.	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	
<b>Authentication</b>			
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
<b>Marking</b>			
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**



Version	Date	Description	Initials
1	30/01/13		TW
2	30/11/13	Revised and Updated	TW
3	30/07/16	Revised and Updated	TW
4	30/12/17	Revised and Updated	TW
5	30/07/18	Revised and Updated	TW
6	30/12/18	Revised and Updated	TW
7	30/10/19	Revised and Updated	JM / TW
8	30/01/20	Revised and Updated	JM / TW
9	29/04/21	Revised and Updated	JM / TW
10	10/11/2022	Revised and Date/version number updated Updated Link Removed where documents are saved	HH/TW
11	05/04/2024	Updated Version Number and Date Updated Staff details	HH