

Blenheim High School

Controlled Assessment



This policy is compliant with the JCQ regulations governing controlled assessment publication *Managing GCSE Controlled Assessment: A centre-wide approach* (March 2010) and is designed to ensure a centre-wide approach so that all students have equality of opportunities to do their best and appropriate support throughout lessons by Blenheim Staff and by parents at home. This policy should be read in conjunction with the Controlled Assessment Risk Management Document.

Controlled Assessment is designed to ensure that specification content meets the aims of the revised secondary curriculum. Students and parents/carers must be aware that this goes towards their final GCSE grade. Controlled assessment

- 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 from 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.

THE PROCESS OF CONTROLLED ASSESSMENT:

The process has 3 stages

- Task Setting
- Task Taking
- Task Marking

1. Task Setting:

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

2. Task Taking:

Three levels of control apply:

- Low control – students can work unsupervised both inside and outside the classroom. This is normally the research stage and the outcomes may not contribute directly to the assessable outcomes.
- Medium control – students can work under informal supervision. This is normally where the task is outlined and discussed. Assessable outcomes may be informed by group

work. Supervision at this level must ensure that contributions made by individual students are recorded accurately and that plagiarism does not take place.

- High Control: Students complete their task under direct supervision. This is the write up stage and may be carried out under exam conditions.

3. 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.

ROLES AND RESPONSIBILITIES

Leadership Team:

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Co-ordinate 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, students and parents involved have a calendar of events.
- Ensure that, at the start of each academic year, an assembly is held to remind students in Years 10 and 11 about the rules governing the production of controlled assessments and the penalties of breaking those rules as per the JCQ publication, *Suspected Malpractice in Examinations and Assessments*.
- Allow time in meetings e.g. Staff Meetings, Subject Coordinator Meetings, to enable discussion and the sharing of good practice.
- Create, publish and update an internal appeals policy for controlled assessments. (See Appeals Against Internal Assessment of Work for External Qualifications and Against Enquiry about Results Decisions' Policy).
- Ensure the safe and secure conduct of controlled assessment in all subject areas and that all comply with JCQ guidelines and awarding bodies' subject-specific instructions.

Heads of Department:

- Ensure the safe and secure conduct of controlled assessment in their area and will do their best to comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Are aware of the consequences of malpractice, as set out in the JCQ publication, *Suspected Malpractice in Examinations and Assessments* and share these with all teachers in their department.
- Decide on the awarding body and specification for a particular GCSE.
- Ensure all teachers in each department understand their responsibilities with regard to controlled assessment and are familiar with the contents of the JCQ publication "*Instructions for conducting controlled assessments*".
- Develop a clear policy in the department handbook on the carrying out of controlled assessment and ensure appropriate staff training takes place on an annual basis.
- Ensure individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instruction.
- Supply to the Exams Officer details of all unit codes for controlled assessments within the timescales requested.

- Where appropriate, obtain confidential materials/tasks set by the exam board in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Oversee the internal standardisation of the marking of all teachers involved in assessing the controlled assessment unit.
- Hold department meetings to ensure all communication regarding controlled assessment is shared and discussed.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- 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 exam board assessment titles to meet the local environment, ensuring that they are in line with awarding body specifications and control requirements.
- Plan, risk assess and facilitate fieldwork opportunities that are relevant to the task titles as set by the exam board.
- 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 exam board. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Once controlled assessment is completed, 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.

Teaching Staff and Appropriate Support Staff:

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Are aware of the consequences of malpractice, as set out in the JCQ publication, *Suspected Malpractice in Examinations and Assessments* and share these with students at the commencement of each piece of controlled assessment.
- Understand and comply with the awarding body specification for conducting controlled assessments, including being familiar with the exam board instructions, teachers' notes and additional information on the exam board's website.
- Prepare materials in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Facilitate and support the fieldwork tasks to enable students to collect relevant data for their investigation.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Follow all exam board guidelines.
- 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 exam board. Keep a record of the marks awarded.
- Retain candidates' work securely between assessment sessions.
- Ensure that all students complete the work with the required information e.g. candidate name, candidate number etc.
- Once controlled assessment is completed, retain candidates' work securely until the closing date for enquiries about results.
- Communicate with the Head of Department regarding individual students who are entitled to exam concessions so that the appropriate special exam arrangements can be made.

- Communicate with the Head of Department any concerns throughout the whole controlled assessment process.
- Liaise with the Exams Officer for any special consideration.

The Exams Officer:

- Enters students for 'cash-in' and individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Takes responsibility for receipt and safe storage of confidential materials, where these are received directly by the exams office. Takes responsibility for the safe transmission of materials and work, whether in CD, digital or hard copy format.
- Downloads and distributes entry mark sheets for teaching staff to use, and collects and sends controlled assessment mark sheets to awarding bodies before deadlines.
- Submits sample to moderator once following receipt of request.
- On the few occasions where controlled assessment cannot be conducted in the classroom assists the Head of Department to find suitable accommodation where controlled assessment can be carried out.

Special Educational Needs Co-ordinator/Specialist teacher:

- Ensures exam access arrangements have been applied for.
- Works with teaching staff to ensure requirements for support staff are met.

Parents

- We would expect parents to support the school and their children by ensuring that preparation is completed at home by the target dates set by staff and that holidays are not booked in term time to ensure maximum possible attendance.