

CONTROLLED ASSESSMENT POLICY

What is Controlled Assessment?

Controlled assessment is internal assessment that has now replaced GCSE coursework. It has been introduced by the Qualifications and Curriculum Development Agency to address some of the issues raised in coursework, such as plagiarism, teacher assistance and parental intervention.

Preparing students for Controlled Assessment

The requirements for each subject are different and the Specifications give more detail about what preparation is required and appropriate. Generally teachers will need to teach an overview of the chosen topic/task before students set to work. They will give students the context they need to understand the topic and teach students any skills they will need for their tasks. These include research skills, drafting and how to complete the final write-up.

Levels of Control

As the name suggests, it applies increased control over assessment of students' work at three critical points:

1. Task setting
2. Task taking
3. Task marking

Each stage has a level of control (high, medium or low) to ensure reliability and authenticity and to make assessments more manageable for teachers and students.

Teachers will ensure that the correct level of control is applied at the appropriate time by following the instructions given in their chosen specification.

Formal supervision (high level of control)

Students must be in direct sight of the supervisor at all times.

- the use of resources is tightly prescribed, normally only research folder/diaries.
- Students must complete all work independently.
- No assistance can be given to students.

Informal supervision (medium level of control)

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

Teachers must ensure that:

- the students' work is their own.
- Plagiarism does not take place.
- the contributions of individuals are recorded accurately.
- Students have access to resources.

- Students can work together if necessary.
- Students can receive limited oral and written guidance but model answers and writing frames should not be provided.

Limited supervision (low level of control)

- Some work can be completed without supervision, outside the Classroom/center.
- Students have access to resources.
- Students can work together.
- Students can receive guidance from teachers.

Research diary/folder

Each student should have a research diary/folder in which to record their research, planning, resources etc. It provides evidence that each student's final assignment is their own work and that the ideas are their own. It should contain a note of all the sources used such as books, websites, DVDs etc. (bibliography). It should also record all teacher feedback given to students. It may contain an essay plan but should not contain any lengthy passages of prose that can be copied out in the final assessment. It is perfectly acceptable for teachers to produce a simplified 'student friendly' version of the assessment criteria to be stored in the diary.

Students may have access to their diary during the high control write-up phase but once this phase has started, no new material can be introduced into the research diary.

Storage of work

Throughout the assessment period, all assessment materials (including mark schemes and student work) must be stored securely, usually in a locked cabinet/cupboard. Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate, research folders/diaries. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks etc. should also be collected in after each session.

In some cases, where students are producing artifacts in Design & Technology or artwork in Art & Design, the locked classroom, studio or workshop will count as secure storage.

Test marking

Teachers will mark work using the marking descriptions/criteria and other guidance provided by the Examination Board. The work will be standardised internally and prepared for external moderation in line with the requirements set by the Examination Board. Teachers must not release or dispose of students' work until after the closing date for enquiries about results or any subsequent appeal. Any concerns about malpractice should be discussed with the Examinations Officer. Guidance is provided in the Joint Council for Qualifications booklet *Instructions for conducting controlled assessments* together with *Form JCQ/M1*. Copies of the booklet and form can be found at www.jcq.org.uk.

Access arrangements

These apply equally to controlled and external assessments and include practical assistants, readers, scribes or additional time. Further details are available from the Joint Council for Qualifications (JCQ) website www.jcq.org.uk. Students requiring special consideration will already have been identified and applications will have been made on behalf of these students by the Examinations Officer.

Outlining staff responsibilities – GCSE controlled assessment

Senior leadership team

To ensure that the subject leaders are accountable for the safe and secure conduct of controlled assessments.

To ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

At the start of the academic year, begin coordinating with subject leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of Key Stage 4).

To map overall resource management requirements for the year.

As part of this resolve clashes/problems over the timing or operation of controlled assessments and issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.).

Ensure that all staff involved in delivering the courses are aware of when controlled assessments are to be conducted within the academic year.

Co-ordinate the assessment of students to establish whether examinations access arrangements are required and provide evidence and request for access arrangements to the Examinations Boards where appropriate.

Heads of Department / Subject Leaders

Decide on the awarding body and specification for a particular examination course.

Ensure that the terminal assessment requirements are satisfied in accordance with the awarding body specification.

Standardise internally the marking of all teachers involved in assessing an internally assessed component. Ensure staff involved have been trained for the specifications or that subject leaders have cascaded down relevant information.

Ensure that individual teachers understand their responsibilities with regard to controlled assessment and, in particular, the security and safe storage of materials and completed work.

Ensure that individual teachers understand the requirements of the awarding body specifications and are familiar with the relevant teachers' notes and any other subject specific instructions.

Where appropriate, develop new assessment tasks in line with awarding body specifications and control requirements.

Undertake and oversee the safe, secure storage of all controlled assessment materials within their department and report any malpractice or breach of security to the Examinations Officer and SLT.

Organise any additional requirements relating to additional secure storage and to give any materials to the Examinations Officer for secure storage, should there be insufficient or unsuitable storage facility.

Supply to the Exams Officer details of all unit codes for controlled assessments and confirm the examination entry list of students to be entered on each examinations sessions are correct.

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 center.

Teaching staff

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

Understand and comply with the awarding body specifications 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 signed authentication forms on completion of an assessment where appropriate.

Mark internally assessed components using the mark schemes provided by the awarding body. Provide final marks to the awarding body when required, keeping a record of the marks awarded.

Retain candidates' work securely between assessment sessions (if more than one).

Examination Officer

Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries, as confirmed by subject leaders.

Ensure that students' have 'cash-in' codes for the terminal exam series.

Where confidential material is directly received, to be responsible for receipt, safe storage and safe transmission, whether in paper, CD or hard copy format.

Distribute mark sheets for teaching staff to use and collect and send mark sheets to awarding bodies before deadlines.

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

Ensure access arrangements for SEN students have been applied for.

Further references

<http://www.icq.org.uk/exams-office>

This site has comprehensive information available to download on controlled assessments as well as other aspects of external examinations.

The various Examinations Boards also provide information about arrangements for the subjects they offer.

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