



## CHRISTLETON HIGH SCHOOL

### GCSE CONTROLLED ASSESSMENT POLICY

#### 1 Leadership Group:

- a to be accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- b at the start of the academic year, Year heads 10 and 11 begin co-ordinating with Heads of Department/Subject to schedule controlled assessments. (The school will ensure controlled assessments are spread throughout the academic Years of Key Stage 4).
- c to map overall resource management requirements for the year. As part of this to 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).
- d to create, publish and update an internal appeals policy for controlled assessments. (Annex A)

#### 2 Heads of Department:

- a to decide on the awarding body and specification for a particular GCSE.
- b to ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certified, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- c to standardise internally the marking of all teachers involved in assessing an internally assessed component.

- d to ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- e to ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teacher's note, and any other subject specific instructions.
- f Where appropriate, to develop new assessment tasks or contextualised sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- g to lock all controlled assessments in a secure locked cabinet between lessons.
- h. Work stored in a digital format
  - I. Access to the work's digital folder is not granted to the whole year group, but just to the student concerned and any other relevant stakeholders
  - II. Work is backed up regularly
  - III. Work is the students' own, and is not plagiarised from the internet, other students or any other sources
  - IV. Work remains on the school network and is not removed from the premises by students using any means, which may include (but is not restricted to) use of a USB stick, attachment to an E-mail, sharing via social media or burning to a CD

### **3 Teaching staff:**

- a to understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- b to 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.
- c to supply to the exams office details of all unit codes for controlled assessments.
- d to 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.
- e to supervise assessments (at the specific level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

- f to ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- g to 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.
- h to retain candidates' work securely between assessment sessions (if more than one).
- i post-completion, to retain candidates' work securely until the closing date for enquiries about the 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.
- j to ask the SENCO for any assistance required for the administration and management of access arrangements.

**4 Exams office staff:**

- a to enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- b to enter students' 'cash-in' codes for the terminal exam series.
- c 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.
- d to download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- e 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 Leadership Group.

**5 SENCO / additional student services staff:**

- a to ensure access arrangements have been applied for.
- b to work with teaching staff to ensure requirements for support staff are met.

**6 Risk Assessment:** please see Annex B

Approved by the Governing Body on 27 November 2013.  
 Re-Approved by the Governing Body on 23 June 2015  
 Reviewed by Author on 10 March 2016

### INTERNAL APPEALS PROCEDURE

1. The Headteacher is in overall charge of managing appeals relating to internal assessments.
2. If a candidate (via their parent/carer) wishes to appeal about his/her internal assessment marks then the following procedures should be followed:
  - a The appeal should be made in writing to the Headteacher stating the details of the complaint and the reasons for the appeal.
  - b The appeal should normally be submitted by 30<sup>th</sup> April for examinations in the summer series. [This deadline may be extended in exceptional circumstances where the controlled assessments marking and moderation schedule extends beyond this time].
3. The teacher(s) concerned in marking the assessment which is the subject of the appeal will respond to the appeal in writing and a copy will be sent to the parent/carer.
4. If the candidate and their parent/carer are not satisfied with the written response they have received then they can request a personal hearing before an appeals panel:
  - a The appeals panel will consist of the Headteacher and two of the following - the Head of KS4 – the Deputy Headteacher - the Head of Department – the Examinations Officer.
  - b The request for a personal hearing must be made within two days of receipt of the written reply to the initial appeal.
  - c The candidate and their parent/carer will be given at least two days notice of the hearing date.
  - d A breakdown of the marks awarded will be provided in advance of the appeal
  - e The teacher(s) involved will be present at the hearing.
  - f The Headteacher will convey the outcome of an appeal and the reasons for that outcome in writing to the candidate and their parent/carer.
  - g The school will maintain a written record of all appeals.
  - h The school will inform the Awarding Body (exam board) of any change to an internally assessed mark as a result of an appeal.
5. If the candidate and their parent/carer remain unsatisfied, the case can be referred to the Examinations Appeals Board (EAB). *NB This service applies where awarding bodies' normal enquiries and appeals procedures have been exhausted.*
6. The existence of this procedure is made known to students and their parents/carers through reference on individual Student Examination Timetables. A copy is displayed on the Examinations Noticeboard and can be requested from the Examinations Officer.

CHS GCSE Controlled Assessment Policy – Annex B

Risks and Issues	Possible remedial action		Accountable Staff
	Forward planning	Action	
<b>Timetabling</b>			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	HoY10 & HoY11
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	HoY10 & HoY11
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Timetabler (PG) in consultation with HoY10 & HoY11
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Timetabler (PG) in consultation with HoY10 & HoY11

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	Forward planning	Action	
<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	HoD in concert with the Examinations Officer
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	HoD in concert with the Examinations Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Examinations Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoD/HoS

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<b>Control levels for task taking</b>			
The 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	HoD (in concert with the Examinations Officer if required)
<b>Supervision</b>			
Student study diary/plan not provided or completed <small>[Not all GCSE controlled assessments will require the completion of a study diary or study plans]</small>	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	HoD
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		HoD
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Examinations Officer at the request of HoD

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Risks and Issues	Possible remedial action		Accountable Staff
	Forward planning	Action	
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification  [All tasks whether set by the awarding body or the centre <b>must</b> be developed in line with the requirements of the specification.]	Seek guidance from the awarding body	HoD (in concert with the Examinations Officer if required)
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoD (in concert with the Examinations Officer if required)
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	HoD (in concert with the Examinations Officer if required)
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	HoD (in concert with the Examinations Officer if required)
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	HoD



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<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	HoD (in concert with the Examinations Officer if required)
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	HoD (in concert with the Examinations Officer if required)
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	HoD
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	HoD
Student transfers from another school. Transferred coursework hasn't been signed or marked.	Check coursework on receipt to ensure all declarations are signed and coursework marked.	If not signed and marked, return to previous school.	HoD and Exams Officer

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Risks and Issues	Possible remedial action		Accountable Staff
	Forward planning	Action	
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	HoD
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HoD (in concert with the Examinations Officer if required)