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**GCSE Controlled Assessment Policy**

**Lead** Exams Officer

**Policy Start Date** October 2021

**Next review date** October 2022

**Stocksbridge High School**

**GCSE Controlled Assessment Policy**

**Staff responsibilities**

**Senior leadership team**

* Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies’ subject-specific instructions.
* Establish roles and responsibilities relating to controlled assessment and provide appropriate support and training.
* Co-ordinate with heads of department to schedule controlled assessments.
* 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 etc.)
* Facilitate the sharing of good practice through the Subject Leader group meetings.
* Ensure that all staff involved have a calendar of events.
* Create, publish and update an internal appeals policy for controlled assessments.

**Subject Leaders**

* Liaise with SLT and Exams Office re the conduct of CAs.
* 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 the assessments.
* Ensure that individual teachers understand their responsibilities with regard to CAs.
* 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.
* Supply to the exams office details of all unit codes for CAs.
* Liaise with ICT Manager, who will set up secure accounts, if required.
* Ensure that, post-completion, candidates’ work is retained 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.
* 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.

**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 specification 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.
* Ensure that all CAs done using ICT facilities are undertaken using secure accounts.
* Supervise assessments (at the specified level of control) and do not leave this to a cover supervisor or TA. Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
* Ask the appropriate special educational needs coordinator for any assistance required for the administration and management of access arrangements and be aware that students who have extra time in exams are also allowed this in controlled assessments.
* Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
* Organise additional sessions to allow absent students to complete controlled assessments they have missed through absence.
* Retain candidates’ work securely between assessment sessions (if more than one).
* Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office, via the Subject Leader, to the awarding body when required and keep a record of the marks awarded.

**Exams Officer**

* Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
* Enter students' 'cash-in' codes for the terminal exam series.
* 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.
* Download anddistribute 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 arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

**Special educational needs coordinator**

* Ensure access arrangements have been applied for.
* Liaise with Subject Leader to notify of students with access arrangements.
* Work with teaching staff to ensure requirements for support staff are met.

GCSE Controlled Assessment Policy Cont…

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| **Example risks and issues** | **Possible remedial action** | **Staff****R**esponsible/**A**ccountable/**C**onsulted/**I**nformed |
| **Forward planning** | **Action** |
| **Timetabling** |
| Assessment schedule clashes with other activities | Establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning  | Establish overview of assessment across the school. | SLCurriculum Deputy |
| Too many assessments close together across subjects or lines of learning | Plan assessments so they are spaced over the duration of the course  | Establish overview of assessment across the school. | SLCurriculum Deputy |
| **Accommodation** |
| Insufficient space in classrooms for candidates | Establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning  | Use more than one classroom or multiple sittings where necessary. | Teaching StaffSL |
| Insufficient facilities for all candidates  | Establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning  | Ensure staff are able to book, well in advance, appropriate facilities where necessary. | Teaching StaffSL |
| **Downloading awarding body set tasks** |
| IT system unavailable on day of assessment | Download tasks well ahead of scheduled assessment date in all cases | BookIT equipment well ahead and download tasks before scheduled date of assessment | Teaching StaffSL |
| Teaching staff unable to access task details | Test secure access rights ahead of schedule every year and every session | Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time | Teaching StaffSLExams Officer |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement then download the task again | Teaching StaffSLExams Officer |
| **Absent candidates** |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates  |   | Teaching Staff |
| Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)  | Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes | Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashesN.B. retakes are limited | SLExams Officer |
| **Control levels for task taking** |
| 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  | SLCurriculum DeputyExams Officer |
| **Supervision** |
| Teaching staff do not understand supervision of controlled assessment is their responsibility | Ensure teaching staff understand nature of controlled assessments and their role in supervision |  | SLCurriculum DeputyExams Officer |
| **Task setting** |
| Teaching staff fail to correctly set tasks | Ensure teaching staff understand the task setting arrangements so that tasks are in line with the requirements of the specification | Seek guidance from the awarding body | SLCurriculum DeputyExams Officer |
| 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 | SLCurriculum DeputyExams Officer |
| **Security of materials** |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security  | Request/obtain different assessment tasks | Teaching StaffSLExams Officer |
| 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  | Teaching StaffSLExams Officer |
| Insufficient or insecure storage space | Look at provision for suitable storage early in the course | Find alternative spaces | SLExams Officer |
| **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. | Teaching Staff SLCurriculum Deputy |
| Deadlines for marking and/or paperwork not met by teaching staff | Ensure teaching staff 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  | Teaching Staff SLCurriculum Deputy |
| **Authentication** |
| Candidate fails to sign authentification 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 | Teaching StaffSLExams Officer |
| Teaching staff fail to complete authentication forms or leave before completing authentication | Ensure teaching staff 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 | Teaching StaffSL |
| **Marking** |  |  |  |
| Teaching staff 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 | Teaching Staff SLCurriculum Deputy |
| 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. | SLCurriculum DeputyExams Officer |