



**ST. HILD'S
CHURCH OF ENGLAND SCHOOL**

Policy Document

CONTROLLED ASSESSMENT POLICY

At St. Hild's Church of England School we aim to provide all of our pupils with a world class education in a Christian context We expect to find God at work in our school.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

"I have come that they may have life in all its fullness (John 10:10)"

Controlled assessment is a piece of examination work which is set and completed within classroom time in school.

1. It is the responsibility of each Curriculum Leader to obtain the controlled assessment task details from the relevant examination boards.
2. The Curriculum Leader should choose the most appropriate time for the controlled assessment to take place in line with guidance from the awarding body
3. The Controlled Assessment may take place during timetabled class time.
4. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place so that appropriate rules and regulations can be checked and adhered to by the Examinations officer
5. Relevant display materials must be removed or covered up where appropriate.
6. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
7. Each pupil is to keep a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
8. All assessment materials must be locked in a secure place at the end of each session.
9. Separate user accounts for examination use must be set up for high control level work.
These must have no access to internet or e-mail and must only be accessible

during the controlled sessions. If work is saved on a memory stick this must be collected in after each session and locked away as in 8 above.

10. If a pupil is absent, the teacher must allow that pupil the chance to make up the time if necessary.
11. For long absences, special consideration should be applied for.
12. Entries for controlled assessment must be made at the appropriate time.
13. Attendance records from assessment sessions must be kept by the class teacher.
14. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
15. Where the specification permits pupils to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
16. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
17. If suspected malpractice occurs, the Exams Officer must be informed.
18. If a pupil's work is lost within the school, this must be reported to the exam board.
19. Authentication forms must be signed by the teachers and candidates by the designated date of completion.
20. Access arrangements do apply to controlled assessment, unless allowing this gives the pupil an unfair advantage.
21. The assessment marks must be submitted to the exam board by the appropriate date.
22. Candidates' work must be securely stored as in 8 above until all results have been verified.
23. After the results are published it may be possible to request a re-moderation of the work.
24. After the certificates have been issued, candidates can apply for Controlled Assessments to be returned.

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| Signed.....Headteacher | Next Review Date: June 18 |
| Signed.....Chair of Governors | |

| Revision Date | Version | Status |
|---------------|---------|---|
| April 17 | 12.5 | <u>Approved @Full Governors 8th May 2017</u> |
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| Risks and Issues | Remedial Action | | Staff |
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| | Forward Planning | Action | |
| Timetabling | | | |
| Controlled assessment schedule clashes with other activities | Plan/establish priorities well ahead (eg at the start of the academic year) | Plan dates in consultation with school calendar – negotiate with other parties | Head of Subject |
| Too many controlled assessments close together across GCSE subjects | Plan controlled assessment so they are spaced over the duration of the course | Space controlled assessments to allow candidates some time between them | Heads of Subjects/Senior Management Team |
| Accommodation | | | |
| 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 | Head of Subject |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms/centre facilities | | Head of Subject |
| Downloading awarding body set tasks | | | |
| 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 | Head of Subject/ 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 | Examinations Officer/ Capita |
| 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 |
| Control levels for task taking | | | |
| 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 as required. | Seek guidance from the awarding body | Head of Subject/ Examinations Officer |
| Supervision | | | |
| Pupil study diary/plan not provided or completed* | 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 | All Subject Teachers |

| Risks and Issues | Remedial Action | | Staff |
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| | Forward Planning | Action | |
| 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 | | Head of Subject |
| Task Setting | | | |
| Teaching staff fail to correctly set tasks | Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification** | Seek guidance from the awarding body | Head of Subject |
| 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 | Head of Subject |
| Security of materials | | | |
| 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 | Head of Subject/ All Subject Teachers |
| 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 | Head of Subject/ All Subject Teachers |
| Insufficient or insecure storage space | Look at provision for suitable storage at the start of the GCSE course | Find alternative storage within the centre | Head of Subject/ All Subject Teachers |
| Deadlines | | | |
| 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 | Head of Subject/ All Subject Teachers |
| 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 the awarding body deadlines) | Seek guidance from awarding body | Head of Subject |

| Risks and Issues | Remedial Action | | Staff |
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| | Forward Planning | Action | |
| Authentication | | | |
| Candidate fails to sign the 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 | Head of Subject/ All Subject Teachers |
| 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 in marked | Head of Subject/ All Subject Teachers |
| 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 re-marking. Consult the awarding body's specification for appropriate procedures | Head of subject |
| Centre does not run the standardisation activity as required by the awarding body | Plan against the awarding body's requirements for standardisation ie when and how this activity must be conducted | Check with the awarding body whether a later standardisation event can be arranged | Head of Subject/ Senior Management Team |

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification