

BEBINGTON HIGH SPORTS COLLEGE



Controlled Assessment Policy

Agreed/Reviewed by Governors – see reverse

Controlled Assessment Policy

Introduction

Controlled assessments have replaced GCSE coursework and contribute most, some or none of the marks for the GCSE.

Instructions for task setting, task taking and task marking are all clearly explained in the specification for a course. However there are significant variations in the level of supervision (formal/ informal/ limited) required for each element and course.

Controlled assessments will, like coursework, require school personnel and students to follow appropriate procedures. Some assessments may also require the allocation of resources.

This policy sets out the roles, responsibilities and procedures to be adopted to ensure the appropriate administration of controlled assessments within Bebington High Sports College.

Principles

BHSC will adopt the new GCSE specifications where course leaders determine they provide the most suitable content and assessment model for our students, and where a suitable delivery model can be used in line with our current curriculum model.

Course leaders will determine the specific exam board and specification to be used. This decision will be reviewed through the school's QA programme, in reviewing outcomes, in discussion with members of SLT and through student voice.

Within the constraints of the curriculum model it is the responsibility of the course leader to determine the timing of assessments throughout the course. This will be made overt through schemes of work and in communications to the exams officer. All such decisions will be overseen by the curriculum deputy headteacher, or SLT line manager, to ensure there is an organised approach which does not disadvantage any students.

Course leaders may determine that they wish students to be entered for second sittings in some components and this would be negotiated with the curriculum deputy headteacher.

Overall BHSC will attempt to organise the delivery of GCSE exams and controlled assessments to best facilitate the outcomes for students.

Procedures

It is important that all staff contribute to the planning, preparation and delivery of controlled assessments to ensure their smooth delivery. There are several specific activities which must be carried out to ensure that nothing restricts the students' opportunities to perform to their best in the assessments:

- Schemes of work must be updated at the start of each year to ensure that the delivery of controlled assessments is adequately catered for. Subject leaders are responsible for ensuring this takes place and this will be overseen by SLT line

managers. In particular the scheme of work must show how the students will be prepared for the controlled assessment, the timings for the controlled assessment (including any preparatory research) and a possible alternative schedule for students who may be absent at key times. Subject leaders must pay particular attention to the advice in their chosen specifications and ensure they meet all the necessary criteria and deadlines.

- Subject leaders must ensure that they provide each course teacher with all the guidance documents from the exam board. They must ensure that each teacher is aware of the regulations and deadlines, and are responsible for ensuring that these are followed.
- The exams officer will request information from subject leaders about the courses being delivered and their requirements for examination and controlled assessment entries. This will be requested at the start of each year and must be returned promptly. The exams officer will check that subject leaders' instructions meet the requirements for each course (e.g. timings and nature of exam and assessments) and report to the deputy head teacher curriculum. SLT line managers will remedy any problems found. The exams officer will then produce a plan for the year outlining the timings and nature of all exams and assessments. SLT will then decide if any adjustments are necessary to avoid clashes, either between courses or with other school activities, and inform subject leaders of this. Schemes of work will need to be edited in line with any such changes. In particular SLT will ensure that it is possible for alternative arrangements to be made for all controlled assessments within the time constraints of the exam deadlines.
- The SENCO will liaise with all subject leaders to provide guidance on additional arrangements that may be needed for some students. Subject leaders are responsible, with the SENCO, for ensuring that arrangements are put in place for any necessary students and that all teaching staff are made aware of the nature of the arrangements. The SENCO may bring some of these arrangements to the attention of SLT if they are likely to need significant resourcing such as rooming, special times, ICT etc. which are not within the remit of subject leaders to organise.
- Subject leaders must ensure that all of the above information is communicated to, and understood by, those teachers involved in the delivery of courses. They should report to their SLT line manager how and when this has been completed.
- From the overall plan for the year SLT will ensure that all departments have suitable opportunities to carry out internal moderation and advise subject leaders accordingly. Subject leaders should have considered this in their planning for the year when writing their schemes of work. They must ensure that each teacher on the course is fully aware of the requirements of the examination board in marking the work. An internal moderation activity must be carried out and should be recorded as part of the QA process for the department. The subject leader must ensure that all work is marked within the guidance of the exam board and that teachers remark work where necessary. The subject leader is responsible for ensuring that the marks for the controlled assessment are passed to the exams officer promptly and in the time requested by the exams officer. The exams officer is then responsible for ensuring that the marks are duly recorded and sent to the exam board. The deputy head curriculum will oversee this and ask the exams officer to report progress with this process to ensure the school meets all the board requirements.

- Subject leaders and teachers are responsible for ensuring that all work is securely maintained in accordance with board directions. They must ensure that they comply with all the security arrangements surrounding the handling of board provided materials for carrying out controlled assessments. They must also ensure that students' work is similarly securely maintained. They must keep all work in a secure location in order to meet any requirements from the board for external moderation activities.
- At the end of the year the deputy head curriculum will review the process for the conduct of controlled assessments by asking for feedback from all subject leaders and the exam officer. The deputy head teacher will inform the head teacher and SLT of the outcomes of this and the head teacher will direct how this policy is to be reviewed.

Outlining staff responsibilities - GCSE controlled assessment

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.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- 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 involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.
- Collect evidence from all parties listed below to inform a review of this policy.

Course Leader

- Decide on the awarding body and specification for a particular GCSE.
- 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 assessing an internally assessed component.
- 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 contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Provide feedback to SLT as directed to inform a review of this policy.

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.
- Supply to the exams office details of all unit codes for controlled assessments.
- 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 sign authentication forms on completion of an assessment.
- 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.
- Retain candidates' work securely between assessment sessions (if more than one).
- 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 centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Provide feedback to SLT as directed to inform a review of this policy.

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 and distribute marksheets for teaching staff to use, and collect and send marksheets 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.
- Provide feedback to SLT as directed to inform a review of this policy.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.
- Provide feedback to SLT as directed to inform a review of this policy.

Internal Appeals

Students have the right of appeal in situations where they feel their work has been assessed inappropriately or incorrectly.

Currently the policy and procedures for internal appeals can be found in the school assessment policy.

Sources of further information

- *Changes to GCSEs and the introduction of controlled assessment for GCSEs (for exams officers) (QCDA/09/4363)*
- *Changes to GCSEs including controlled assessment – information for teachers (QCA/09/4174)*
- *Controlled assessment – outlining staff responsibilities [editable document] (QCDA)*
- *Controlled assessment – risk management process [editable template] (QCDA)*
- *Instructions_for_conducting_controlled_assessments_2009_2010 (JCQ, 2009)*
- *Internal appeals document Jan 2006 (JCQ)*
- *Managing GCSE controlled assessment – A centre-wide approach (QCDA/10/4732)*
- *Notice_to_Candidates_Controlled_Assessments_2009_2010 (JCQ 2009)*
- *Unitised GCSEs and the terminal assessment rule (QCDA/10/5137)*