

# THE TELFORD PRIORY SCHOOL



<b>Member of Leadership Team with Responsibility for Update of Policy</b>	Vicky Storer-Young
<b>Head of School</b>	Stacey Jordan
<b>Education Advisory Board</b>	Philip Hamilton
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## CONTROLLED ASSESSMENTS POLICY

# The Telford Priory School Controlled Assessments Policy

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This policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessments; it should be read and implemented in conjunction with the JCQ Instructions for Conducting Controlled Assessments (legacy GCSE qualifications).

### **Controlled Assessment: a definition**

Controlled assessment measures subject-specific skills that may not necessarily be tested by timed written papers for example:

- undertaking research and gathering, selecting and organising materials and information
- planning investigations
- carrying out investigations and / or tasks
- performance and production skills
- working with others and devising creative approaches
- extracting and interpreting information from a range of different sources
- selecting and applying tactics, strategies and compositional ideas
- taking informed and responsible action
- analysis and evaluation of processes and products
- presenting ideas and arguments supported by evidence.

Controlled Assessment is a form of internal assessment and has three stages: task setting, task taking and task marking. A different level of control may apply at each stage/sub stage. The level of control is set by the qualification regulators so that there is consistency between the awarding bodies.

### **The Delivery of Controlled Assessments**

Each subject area should plan the delivery window or dates when controlled assessment in their subject will take place. To reduce pressure on candidates these should be staggered across the spring and summer terms of Year 10 and the autumn and spring terms of Year 11.

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### **Where Controlled Assessments take place**

Controlled assessments are designed to take place within the normal teaching timetable, for example in the classroom, lab or workshop.

### **The Controlled Assessment Process**

There are three stages to controlled assessment:

#### **Task setting**

Depending on the subject, tasks may be set by the school or the awarding body. In some subjects, the awarding body sets the task, but the school may be able to select from a number of comparable examples or adapt a task to its own circumstances. For other subjects, schools can set the task with guidance from the awarding body.

#### **Task taking**

There may be different stages to the task with separate levels of control in each. For example, a research stage might allow candidates to work unsupervised outside the classroom, an analysis stage may require informal supervision, and a final stage of writing up findings and conclusions is likely to take place in a supervised classroom environment.

#### **Task marking**

Candidates' controlled assessment work is usually assessed internally by teachers, according to mark schemes or criteria provided by the awarding body, before internal standardisation by the school and external moderation of the marking by the awarding body. In a small number of cases, the awarding body will mark the controlled assessment.

Individual subject specifications give specific details on the three stages of the controlled assessment process and the level of control for each.

### **Secure storage and the security of candidates' work**

From the point at which candidates embark on producing work for assessment, secure storage is required. All work that will be submitted for assessment must be collected at the end of each session and stored securely in a locked filing cabinet, a locked cupboard or similar between sessions. Work produced in an electronic format must also be kept secure; this may include collecting memory sticks or restricting access to specific areas of the school IT network. Subject specific guidance regarding storage should always be sought.

### **Levels of Supervision**

There are three levels of supervision which are identified within the subject syllabus requirements. Levels of supervision may vary across an entire controlled assessment e.g. during the research for the task, a low level of control may be prescribed, whilst during the task write up a high level of control may operate.

#### **High Level of Control (Formal Supervision)**

If a high level of control is required, teachers should refer to subject specific guidance but will normally need to ensure that:

1. Candidates are in their direct sight at all times.
2. There is no access to e-mail, the internet or mobile phones.
3. Only prescribed resources are used by the candidates.
4. Display materials which might provide assistance are removed or covered.
5. Candidates complete all work independently.

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6. Candidates are not permitted to communicate with each other and the assessment is carried out under 'examination conditions'.
7. No assistance is given to candidates.

### **Medium Level of Control (Informal Supervision)**

If a medium level of control is required, teachers should refer to subject specific guidance but will normally need to ensure that:

1. Candidates are adequately supervised to ensure that all work can be authenticated by the teacher and plagiarism has not taken place.
2. Only the permitted level of access to the internet is allowed.
3. Candidates have access to the resources which are prescribed.
4. Candidates can work together (when this is allowed) and the contributions of individual candidates are recorded accurately.
5. Candidates can receive teacher guidance within the limits prescribed.
6. All candidates participate in the assessment.

### **Low Level of Control (Limited Supervision)**

If a low level of control is required, teachers should refer to subject specific guidance but will normally need to ensure that:

1. Candidates receive clear guidelines on which work can be completed without supervision, outside the classroom / centre; these are usually research tasks that candidates can collect at home and bring to class.
2. Candidates have unlimited access to electronic and printed resources.
3. Candidates can work together to collect information but how they use this information in their work must be on an individual basis.
4. Candidates can receive guidance from teachers during low control tasks.

## **7 Staff Responsibilities**

### **Deputy Head – Student Progress (Strategic Leadership Team)**

- Accountable for ensuring the safe and secure conduct of controlled assessments.
- Ensure assessments comply with JCQ guidelines and awarding bodies' subject- specific instructions.
- Create, publish and update an internal appeals policy for controlled assessments.
- In the summer term, begin coordinating with Directors / Heads of Department to schedule controlled assessments for the next academic year. (It is advisable that controlled assessments are 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 involved members of staff have a calendar of events.

### **Director / Head of Department**

- Decide on the awarding body and specification for a particular GCSE course.
- Supply to the Data, Exam and Reports Officer details of all unit codes for controlled assessments.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment and are familiar with the contents of the JCQ Publication "Instructions for Conducting Controlled Assessments".
- Ensure that individual teachers fully understand the requirements of the awarding body's

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specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body's specification and control requirements.
- Ensure that the teaching team has access to secure storage facilities for all controlled assessments. Secure storage is defined as a secure locked cabinet or cupboard.

### 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's 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.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body.
- Submit marks through the data, exam and reports office to the awarding body by the published deadline, 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.
- Ensure through liaison with the Director of Inclusion and Teaching Assistants that any assistance required for the administration and management of access arrangements is provided.

### Data, Exam & Report Officer

- Enter candidates for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter candidates' certification codes for the terminal exam series.
- Where confidential materials are directly received by the data, exam and reports office, to be responsible for receipt, safe storage and safe transmission, whether in CD, digital or hard copy format.
- Collate controlled assessment marks and forward the marks to awarding bodies before the deadline.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out.
- Forward electronically the latest copy of the instructions for conducting controlled assessments to each Director / Head of Department within the centre.

### Director of Inclusion

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure access arrangements are implemented appropriately so that all candidates have fair access to controlled assessments.

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### 8 The Risk Management Process

This process examines the potential risk and issues relating to the implementation of controlled assessments and how these might be managed and mitigated through forward planning and remedial actions.

Risks and Issues	Possible remedial action		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) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	DH/DOL/HOD
Too many controlled assessments close together across subjects or lines of learning	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates time between assessments	DH/DOL/HOD
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once group sizes are 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	DOL/HOD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		DOL/HOD

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Risks and Issues	Possible remedial action		Staff
	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	DOL/HOD
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	DOL/HOD/DEO
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download task again	DOL/HOD
Validity of assessment	Check task validity	Make sure task is still valid for the year of entry for the unit	DOL/HOD
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Ensure that there are adequate facilities to accommodate students	DOL/HOD
Candidates have a scheduling clash for exams or assessment	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 clashes.  NB The possibility of been able to retake a controlled assessment is limited	DOL/HOD/DEO

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Risks and Issues	Possible remedial action		Staff
	Forward planning	Action	
<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	DOL/HOD
<b>Supervision</b>			
Candidate 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	DOL/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	Ensure that the regulations are sent to all appropriate teaching staff as soon as they become available to allow for planning	DOL/HOD/DEO
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	Identify a suitable supervisor	DOL/HOD/DEO

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

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Risks and Issues	Possible remedial action		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**	Seek guidance from the awarding body	DOL/HOD
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	DOL/HOD
<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	DOL/HOD/DEO
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	Take materials to secure storage - Seek guidance from the awarding body	DOL/HOD
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the course	Find alternative storage within the centre	DOL/HOD

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

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Risks and Issues	Possible remedial action		Staff
	Forward planning	Action	
<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 and then seek guidance from awarding body on further action	DOL/HOD/TS
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 to enable marks to be processed and submitted ahead of awarding body deadlines	Seek guidance from awarding body	DOL/HOD
<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	DOL/HOD/TS
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	DOL/HOD
Plagiarism and malpractice	Ensure candidates understand the implication of not following rules	E-mail JCQ Notice to candidates	DOL/HOD/DEO/TS

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Risks and Issues	Possible remedial action		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	DOL/HOD/TS
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	DOL/HOD/DH

### KEY

- DH Deputy Head Student Progress
- DOL Director of Learning
- HOD Head of Department
- DEO Data, Exam and Reports Officer
- TS Teaching Staff