



Chiltern Way Academy

Turning Futures Around

Controlled and Non-Examination Assessment Policy

Responsibility for this policy (job title): Examinations Officer

Responsibility for its review: Principal

Approved: 23.05.2018

Next Review Date: Spring 2019

Contents

Purpose	3
Definition	3
Outlining staff responsibilities	3
Schedule for Controlled Assessment	5
Risk Management process	6
Other policies and documents	7

PURPOSE OF THE POLICY

This purpose of this policy is to:

Identify staff responsibilities in planning and managing GCSE controlled assessments;
examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications
and how these might be managed and mitigated through forward planning and remedial actions.

This policy complies with JCQ's 2017/18 General Regulations 5.8 in that the centre is required to "have in place, and be available for inspection purposes, a written policy with regard to the management of GCSE controlled assessments".

This policy does not cover specific instructions for conducting controlled assessments which are provided by JCQ and awarding bodies.

DEFINITION

Controlled Assessment is a form of internal assessment which replaces GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

Controlled Assessment applies control over internal assessment at three points:

Task setting, task taking and task marking.

OUTLINING STAFF RESPONSIBILITIES - GCSE CONTROLLED ASSESSMENTS

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.
- Map overall resource management requirements for the academic 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.

Heads of Department/Faculty

- Decide on the awarding body and specification for a particular GCSE.
- 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.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.
- Curriculum Leaders and subject teachers will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task.
- Levels of supervision are clearly outlined in each subject specification.

Teaching staff

- Understand and comply with the general guidelines detailed within 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.
- Supply to the exams office details of all unit codes for controlled assessments.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks 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.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

Exams Officer

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.

- Provide teaching staff with 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 candidates and supervising teachers sign authentication forms on completion of an assessment.
- In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.
- 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.
- Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements.

SCHEDULE FOR CONTROLLED ASSESSMENT

Subject leaders are responsible for advising SLT of the schedule of controlled assessment for their subject, which will then be published by SLT. As far as possible the school will adhere to the published schedule of assessments.

RISK MANAGEMENT PROCESS

The school will follow the procedures set out in JCQ and Awarding Body guidelines under the following example risks, issues and any actual occurrences.

Example Risk	Forward Planning	Action	Staff
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	EO / Teaching staff/ HoD
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	Teaching staff/ HoD
Accessing Set Tasks 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 AB secure extranet sites well ahead of the CA schedule	EO
Absent Candidates Candidates absent for all or part of assessment (for various reasons)	Plan alternative, supervised session(s) for candidates	Hold alternative, supervised session(s)	Teaching staff/ HoD
Control levels for Tasks 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	EO / Teaching staff/ HoD
Supervision Teaching staff do not understand that the supervision of CA is their responsibility	Ensure teaching staff fully understand the nature of CA and their role in supervising	Provide training if required.	Teaching staff/ HoD
Task Setting Teaching staff fail to correctly set tasks	Ensure reaching staff fully understand the task setting arrangements as defined in the awarding body's specification	Seek guidance from the awarding body	EO / Teaching staff/ HoD
Security of Materials Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with AB requirements for each department as necessary	Seek guidance from AB	EO / Teaching staff/ HoD

<p>Deadlines Deadlines for marking and/or paperwork not met by teaching staff</p>	<p>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)</p>	<p>Seek guidance from AB</p>	<p>EO</p>
<p>Authentication Teaching staff fail to complete authentication forms or leave before completing authentication process</p>	<p>Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature</p>	<p>Return the authentication form to the teacher for signature. Ensure forms are signed as work is marked.</p>	<p>EO / Teaching staff/ HoD</p>
<p>Marking Teaching staff interpret marking descriptions wrongly</p>	<p>Ensure appropriate training and practicing of marking. Plan for sampling of marking during practice phase.</p>	<p>Arrange for Remarking. Consult the AB for appropriate procedures.</p>	<p>EO / Teaching staff/ HoD</p>

OTHER POLICIES AND DOCUMENTS

- Examinations Policy (including appeals procedure against internal assessment)
- JCQ instructions for conducting controlled assessments (GCSE qualifications)
- Controlled assessment risk assessment