



# Beamont Collegiate Academy

## **CONTROLLED ASSESSMENT POLICY**

Date approve by the Governing Body	28.11.16
Signature of Chair to the Governing Body	L Waterson
Signature of Executive Principal	A Moorcroft
Date of Review - LGB	4 December 2017
Date of Review	3/12/18
Date of Review	14.10.19
Date of next review	Autumn 2020

This policy is reviewed annually to ensure compliance with current regulations And relates to all qualifications offered by the Academy with a Controlled Assessment element.

## **Contents**

- Purpose of the policy
- Staff responsibilities in planning and managing GCSE controlled assessment (legacy GCSE qualifications)
- Risk management process

## Purpose of the policy

Beamont Collegiate Academy is committed to ensuring that whenever the work of its pupils is assessed for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned and the guideline provided by JCQ.

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*

Teachers and managers must read the JCQ guidance on 'Instructions for controlled assessments' in conjunction with this policy.

## Outlining staff responsibilities - GCSE controlled assessments

Staff responsibilities in planning and managing GCSE controlled assessment (legacy GCSE qualifications)

The Heads of Department and Senior leaders have the responsibility of ensuring that all Controlled Assessments adhere to JCQ guidelines. The responsible people are listed below.

Subject	Head of Department	Senior Leader	Position
English	Miss S Charnock	Mrs S Mullen	Vice Principal
Mathematics	Mr M Roberts	Mrs S Mullen	Vice Principal
Science	Mrs J Barrowcliff	Mr C Hillidge	Director of STEM
MFL	Ms M Molyneux	Mrs S Mullen	Assistant Principal
History	Mr S East	Mr G Harris	Principal
Geography	Mr D Roche	Mr G Harris	Principal
ICT	Mr P Jones	Mrs H Curwen	Assistant Principal
Technology	Mr J Ingman / Ms K Mason	Mr C Hillidge	Director of STEM
PE/Sport	Mrs C Hillidge	Mr C Milburn	Head of Faculty
Performing Arts	Mrs H Curwen	Mrs S Mullen	Assistant Principal
Art, Design, Textiles	Mrs J Aspey	Mrs C Rixham	Assistant Principal

### Senior leadership team

- The Principal is the Head of Centre.
- The Vice Principal and the Exams Officer are accountable for the safe and secure conduct of controlled assessments and must ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, the Vice Principal (with the help of the Exams Officer) will coordinate with heads of department the Y11 Roadmap, which also includes the scheduling of the controlled assessments and coursework units. (where appropriate)
- The Y11 Roadmap identifies the requirements for the academic year and avoids:
  - clashes/problems over the timing or operation of controlled assessments;
  - Identifies specialist rooms that may be required.
- The Vice Principal ensures that all Heads of Departments have a Y11 Road Map.
- The Vice Principal is responsible for ensuring the 'Controlled Assessment Risk Assessment process is in place'
- The Head of Centre is responsible for ensuring that internal appeals policy for controlled assessments is in place.
- The Examinations Officer works with each Head of Department to enter controlled assessment marks and is responsible for the administration of sending off work to the moderator/examination board.

### Heads of department

- together with the VP, will decide on the awarding body and specification for a particular GCSE/BTEC/VCERT qualification.

- 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.

## 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.
- 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 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 office staff

- 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 mark sheets for teaching staff to use.
- **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**

- The SENCO works with the Exams Officer to ensure that access arrangements have been applied for in preparation for all aspects of the qualifications offered.
- A specialist assessor works with the SENCO to assess individual pupils as identified by teachers and teaching assistants.
- The SENCO and teaching assistants work with teachers to ensure that the necessary support needs are met.

## Risk management process

risks and issues	Possible 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) Map onto the Y11 Roadmap	Plan dates in consultation with school calendar – negotiate with other parties	Vice Principal
Too many controlled assessments close together across GCSE/BTEC/VCERT subjects	Plan controlled assessments so they are spaced over the duration of the course Map onto the Y10 -Y11 Roadmap	Space controlled assessments to allow candidates time between them	Vice Principal
Coursework unit timeline demands more time table.	Plan days or twilight sessions around other subject needs	Look at twilight sessions and calendar them in.	Vice Principal.
<b>Accommodation</b>			
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	Vice Principal and HOD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Look at computer room access across the school	Vice Principal and Exams Officer
	Speak to contacts at Local College to assess rooms available	Book rooms at the College and prioritise SLT involvement	Vice Principal

risks and issues	Possible 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	Exams 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	Exams Officer & ICT Technical team
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Attendance team on alert.	Attendance Team to contact pupils and parents in advance to remind them of the Controlled Assessment dates and times.	HOD and Attendance team
	Plan alternative session(s) for candidates	Confirm guidance information in the syllabus and awarding body handbook. If eligible plan alternative session.	HOD and Examinations Officer.
	Serious issue at home or with pupil	Special Consideration request considered and attendance team to collect evidence	Exams Officer and Attendance team, Progress Leader.



risks and issues	Possible 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.	Seek guidance from the awarding body	Vice Principal and HOD. Exams Officer
	Provide training if required	External training contact the awarding body.	HOD and SLT
<b>Supervision</b>			
Student study diary/plan not provided or completed (not all subjects require this)	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	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	Provide further guidance.	Vice Principal
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	External invigilators to be booked in advance	Exams Officer
External invigilator not arrived	Reserve invigilators on standby	Contact exams invigilator and if necessary the Exams Officer is to stand in.	Exams officer

Example risks and issues	Possible action		Staff
	Forward planning	Action	
<b>Task setting and marking</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	Exams Officer
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Organise internal moderation meetings, providing time off TT as needed in an emergency situation. Seek guidance from the awarding body	Vice Principal
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	HOD, Vice Principal and Exams Officer.
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security. Assessment tasks issued at appropriate date.	Contact the awarding body to request/obtain different assessment tasks	Exams Officer
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	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Store in the Examinations Store room	Exams Officer
Use of ICT for completing assessment tasks	ICT Technical to create secure user areas for specific coursework. Issuing guidance to teachers on the use of ICT.	Meeting with ICT Technicians prior to the start of the examinations season to create appropriate user areas	HOD an Exams Officer.

Example risks and issues	Possible 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 Consider if Special Consideration should be applied for in each individual event.	Exams officer with HOD.
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (minimum of 5 days prior to the awarding body deadline) to complete marking/paperwork and authentication.	Look at internal Timetable and where possible allocate some time to complete the required tasks if deadlines are not met.	Vice Principal
		If necessary seek guidance from awarding body	Exams officer
<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	HOD
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	Exams Officer