



# Rednock School

**Quality, Partnership, Success**

E-mail: [admin@rednockschool.org.uk](mailto:admin@rednockschool.org.uk)  
[www.rednockschool.org.uk](http://www.rednockschool.org.uk)

|                              |  |                           |                     |
|------------------------------|--|---------------------------|---------------------|
| <b>Proposed Policy:</b>      | The Management of Controlled Assessments | <b>Responsibility Of:</b> | Deputy Head Teacher |
| <b>Date of Ratification:</b> | March 2018                               | <b>Date of Review:</b>    | October 2018        |

## Policy for the Management of Controlled Assessments 2017/18

|                             |              |
|-----------------------------|--------------|
| <b>Approved/reviewed by</b> |              |
|                             |              |
| <b>Date of next review</b>  | October 2018 |

This policy is reviewed annually to ensure compliance with current regulations

## Contents

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

### 1. Purpose of the policy

The 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 2016/17 [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.

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

#### 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.

### **Head of Department/Subject Lead**

- Decide on the awarding body and specification for a particular 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.
- Supply to the exams office details of all unit codes for controlled assessments.

### **Subject Teacher**

- 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.
- 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 (SENDCo) 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.
- Download and distribute marksheets 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.

### **SENDCo**

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

### 3. Risk management process

| Example 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)   | Plan dates in consultation with school calendar – negotiate with other parties                          | HoDs/SLT                                   |
| Too many controlled assessments close together across GCSE subjects | Plan controlled assessments so they are spaced over the duration of the course  | Space controlled assessments to allow candidates some time between them                                 | HoDs/SLT                                   |
| <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.<br><br>Organise Room Changes/Sittings | Exams Officer<br><br>HoDs<br><br>Site Team |
| Insufficient facilities for all candidates                          | Careful planning ahead and booking of rooms / centre facilities   | Organise Room Changes/sittings to access facilities   | Exams Officer<br><br>HoDs<br><br>Site Team |
| <b>Downloading awarding body set tasks</b>                          |   |   |  |
| IT system unavailable on day of assessment                          | Download tasks well ahead of scheduled  | Book IT equipment well ahead and download   | HoDs                                       |

|  |   |   |                       |
|--|---|---|-----------------------|
|  | assessment date in all cases  | tasks before scheduled date of assessment   |                       |
| 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 | HoDs<br>Exams Officer |
| 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<br>HoDs |
| <b>Absent candidates</b>   |   |   |                       |
| Candidates absent for all or part of assessment (various reasons)  | Plan alternative session(s) for candidates  |   | HoDs<br>Exams Officer |
| <b>Example risks and issues</b>  | <b>Possible remedial action</b>   |   | <b>Staff</b>          |
|  | <b>Forward planning</b>   | <b>Action</b>   |                       |
| <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  | HoDs<br>Exams Officer |
| <b>Supervision</b>   |   |   |                       |
| Teaching staff do not understand that the supervision of   | Ensure teaching staff fully understand the nature of controlled   | Refer staff to JCQ documents: Instructions for conducting   | Exams Officer<br>HoDs |

|   |   |  |                             |
|---|---|--|-----------------------------|
| controlled assessments is their responsibility  | assessments and their role in supervising assessments   | controlled assessments (legacy GCSE qualifications) and Information for candidates |                             |
| 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 | Arrange a suitable supervisor  | Exams Officer<br>SLT        |
| <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   | HoDs<br>Exam Officer<br>SLT |
| 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   | HoDs<br>Exam Officer        |
| <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             | Exams Officer               |

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

| Example risks and issues   | Possible remedial action   |  | Staff                    |
|--|--|--|--------------------------|
|  | Forward planning   | Action   |                          |
| Insufficient or insecure storage space                           | Look at provision for suitable storage at the start of the GCSE course   | Find alternative storage within the centre   | HoDs                     |
| 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   | HoDS                     |
| <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<br><br>Seek guidance from awarding body on further action | HoDs<br>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 awarding body deadlines) | Seek guidance from awarding body   | HoDs<br>Subject Teachers |



| <b>Authentication</b>  |   |  |                                    |
|--|---|--|------------------------------------|
| Candidate fails to sign authentication form  | <p>Ensure all candidates have authentication forms to sign</p> <p>Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking</p> | Find candidate and ensure authentication form is signed  | <p>HoDs</p> <p>Subject Teacher</p> |
| 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  | <p>Return the authentication form to the teacher for signature</p> <p>Ensure authentication forms are signed as work is marked</p> | HoDs                               |

| Example risks and issues  | Possible remedial action   |   | Staff                 |
|---|--|---|-----------------------|
|   | Forward planning   | Action  |                       |
| <b>Marking</b>  |  |   |                       |
| Teaching staff interpret marking descriptions incorrectly                         | <p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p> | <p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p> | HoDs                  |
| 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                        | HoDs<br>Exams Officer |