



the **ST LAWRENCE** academy

Controlled Assessments Risk management process

Within the academy we strive to create a learning environment, curriculum, experiences and relationships in which all individuals can find expression, be nourished and developed.

The academy commits itself to creating an environment for everyone that is characterised by our core values of Truth, Justice, Forgiveness, Generosity and Respect. These values have been used to determine this policy.

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

Potential risks and issues	Remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead, at the start of academic year, for all subjects	Plan dates in consultation with academy diary – negotiate with other parties. Record on academy diary.	Principal/Exams Officer/Director of Student Progress/Subject Leader
Too many assessments close together across subjects	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	Principal/Exams Officer/Director of Student Progress/Subject Leader

Accommodation			
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 assessment	Use more than one classroom or multiple sittings where necessary	Principal/Exams Officer/Subject Leader
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Principal/Exams Officer/Subject Leader
Downloading awarding body set tasks			
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	Subject Leader
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Exams Officer/Subject Leader
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Subject Leaders
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Leader/Teaching Staff
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	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 N.B. retakes of controlled assessment are limited	Exams Officer/Subject Leader
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Principal/Exams Officer/Subject Leader

Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	Subject Leader/Teaching staff
Teaching staff/assessors do not understand that supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervising assessments		Principal/Exams Officer/Subject Leader
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		Exams Officer/Subject Leader

* Not all controlled assessment will require the completion of a study diary or study plans

Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	Principal/Exams Officer/Subject Leader
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Principal/Exams Officer/Subject Area Leader
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Contact the awarding body to request/obtain different assessment tasks	Principal/Exams Officer/Subject Area Leader
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage Seek advice from the awarding body	Principal/Exams Officer/Subject Leader Teaching staff
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative storage within the centre	Principal/Exams Officer/Subject Leader

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

Deadlines			
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 deadline and seek guidance from awarding body on further action.	Subject Leader
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body deadline) to complete marking/paperwork so the exams office can process and send off marks ahead of awarding body deadlines	Seek guidance from awarding body	Principal/Director of Student Progress/Exams Officer/Subject Leader
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in for marking	Find candidate and ensure form is signed	Subject Leader/Teaching Staff
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of series	Subject Leader/Exams Officer
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body's specification for appropriate procedure	Subject Leader/Teaching Staff
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Principal/Subject Leader

Review

In order to ensure that it reflects current best practice, this policy will be reviewed every year.

The next review date is: September 2014