

## **S32 CONTROLLED ASSESSMENT POLICY**

**Responsible:**

**Vice Principal:  
Achievement & Standards  
March 2019  
April 2020**

**Approved by GB:**

**Next Review:**

### **Introduction**

Controlled Assessments form significant parts of final assessments at Key Stage 4, and Key Stage 5. These Principles Procedures and Responsibilities ensure the effective operation of Controlled Assessment.

### **Guiding Principles**

Controlled assessments are done under closely controlled and supervised conditions. Live controlled assessments and candidates' coursework is kept secure and confidential at all times.

The sharing of exemplar controlled assessments or coursework undertaken in previous years' with students can be an effective teaching strategy. This is carefully monitored to ensure Academic Honesty, in accordance with JCQ guidance.

### **Staff Responsibilities**

#### **Subject Leader**

- Ensure that the correct controlled assessment task details are downloaded from the examination board and stored securely
- Ensure that all teachers in the department understand their responsibilities with regard to controlled assessment
- Ensure that all teachers have access to the teachers' notes and any other subject specific instructions
- Timetable when controlled assessment are to take place
- Inform the Examinations officer when high level controlled assessments are taking place and where
- Order memory sticks from the Examinations Officer in September for the coming year's assessments
- Label memory sticks with the student's name and ensure that they and all assessment materials are collected in at the end of every sessions and stored securely

- Keep records of attendance for each session. Absent students must be given the opportunity to wit a missed assessment at a later date
- Ensure that standardisation of work has taken place and check marks are correct
- Inform the Examinations Officer of any suspected malpractice
- Inform the Individual Needs Department of controlled assessments so that Access Arrangements can be accommodated
- Ensure that all staff have access to the JCQ 'Instructions for conducting controlled assessments' document for the current year

### **Teaching Staff**

- Ensure that the JCQ 'Instructions for conducting controlled assessments' are complied with and have been read out to all students at the first assessment
- Remind students at the start of each assessment that the work must be their own
- Ensure that they have read all teachers' notes, subject specific instructions or any other additional information on the awarding body's website
- Ensure that their students' work is stored securely between assessments
- Ensure that all students' work is kept securely until after the EARS (Enquiries about results) deadline has passed
- Ensure that the Individual Needs Department is aware of your controlled assessment dates and provision has been made for all students in your class
- Ensure that all moderation and marking is carried out in the academy. Controlled Assessment work must not be taken out of the building
- Supervise the assessments at the level of control in the subject specification
- Ensure that all students have signed the examination board authentication forms
- Ensure that the supervising teacher has signed the examination board authentication forms

### **Examinations Officer**

- Enter students for their non-examined assessment units
- Share awarding body deadline information with Subject Leaders
- Work with Subject Leaders to ensure that non-examined assessment marks are submitted to awarding bodies by the deadline
- Store confidential materials securely and issue to the appropriate member of staff at the designated time
- Ensure that an Internal Appeals Policy is in place at the Academy
- Remind all stakeholders of the requirements of the policies and procedures
- Ensure that all staff have access to the JCQ 'Instructions for conducting controlled assessments' for the current academic year
- Supply invigilators to assessment sessions where stipulated by the specification

### **SENDCo/ Individual Needs Department**

- Ensure that Access Arrangements have been applied for and approved



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- Ensure that the required support is in place for controlled assessment sessions
- Inform the Examinations Officer of Access Arrangements being provided for all controlled assessments

**Controlled Assessment Risk Assessment**



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	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	SLT/ Subject Leader(s)
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 sometime between them	SLT/ Subject Leader(s)
<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	Subject Leader
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Subject Leader



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	<b>Possible remedial action</b>		<b>Staff</b>
	<b>Forward planning</b>	<b>Action</b>	
<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	Subject Leader/ Examinations 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	Subject Leader/ Examinations 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	Subject Leader/ Examinations Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Leader

	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	SLT/ Examinations Officer
<b>Supervision</b>			
Student 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	Subject Leader
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		Subject Leader
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		Subject Leader/ Examinations Officer

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

	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	Subject Leader/ Examinations Officer
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	Subject Leader
<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	Subject Leader/ Examinations 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	Subject Leader/ Examinations Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Subject Leader/ Examinations Officer

\*\* 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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	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  Seek guidance from awarding body on further action	Subject Leader/ Examination Officer
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	Subject Leader
<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	Subject Leader
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	Subject Leader



	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>	Subject Leader/ Examinations Officer
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	Subject Leader