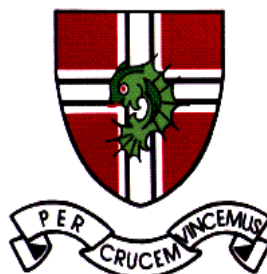


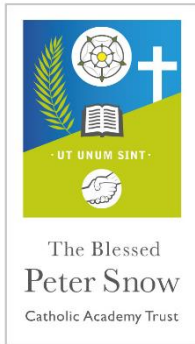
# **ST JOHN FISHER CATHOLIC VOLUNTARY ACADEMY**



## **Controlled Assessment Policy**

September 2016

## The Blessed Peter Snow Catholic Academy Trust



The Catholic Voluntary Academies which form the Blessed Peter Snow Catholic Academy Trust are distinctive as we provide grounding in the Catholic Faith for all our children. The special character of our Catholic academies is the quality of the religious teaching, integrated into the overall education of our children. Our beliefs, which are Gospel centred, affect the way we live, making our academies living examples of Christ and His teachings.

*"Education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom. And true wisdom is inseparable from knowledge of the Creator." (Pope Benedict XVI, Address to Teachers and Religious, Twickenham, September 2010).*

**Our Academies therefore operate and are informed by the following four key principles of Christian formation:**

- **Places of Discipleship**
- **Places where Communities are created**
- **Places of Learning**
- **Places where we treasure God's World**

**In light of the above principles, the Trust aims to:**

- ensure secure, welcoming and engaging environments in which all individuals learn to value and respect both themselves and others
- provide all individuals with the opportunities to achieve excellence, to develop their full potential as human beings and to encourage and challenge them to do so
- uphold the unshakable belief in the unique potential of each child, student and member of staff
- provide a curriculum that initiates students into the knowledge, values, attitudes and skills they need to become mature Christian adults in their personal, social, family and working lives.

Although Controlled assessments are currently in the process of being phased out at KS4 under curriculum reform Controlled assessment is an integral and important part of the GCSE courses that students undertake in year 10 and 11. It constitutes varying proportions of the marks in different subjects and is vital for studies to gain success in external examinations at the end of KS4.

## **Definitions**

Controlled assessment is defined as work assigned to and completed by a student during a course of study. It makes up a proportion of the student's final grade at the end of the course. It is designed to measure skills that are not effectively assessed by external assessment. Controlled assessment replaced coursework in GCSE subjects from September 2009.

## **External Dependencies**

Controlled assessment forms an element of the assessment procedures of both the internal and external examination system of students and as such is subject to regulation by the relevant examining body and JCQ.

## **Controlled Assessment Scheduling**

It will not be possible to ensure that students are not undertaking more than one piece of controlled assessment at once and therefore students may be under considerable pressure at certain points during their courses with controlled assessment preparation and deadlines. Therefore the school will:

- ensure that a controlled assessment calendar is produced and published every year in order to provide a structured guide for students and parents/guardians as to when controlled assessment will be happening during the academic year.
- ensure that students are supported and appropriately paced throughout their controlled assessments (as far as is possible).
- ensure that students are supported through the tutorial system with the recording and management of controlled assessment deadlines and preparation pressures.
- provide catch up sessions for students who miss a controlled assessment session when initially scheduled.

## **The School's responsibilities are to:**

- ensure that all students have equal access to everything they need to complete their controlled assessments in a fair way.
- ensure that an effective communication strategy is in place to make sure that parents are fully informed about their child's preparation and progress in controlled assessments in alignment with the whole school policy on reporting.

- ensure that each academic department develops, maintains and implements its own internal assessment procedures in line with the whole school policy for assessment

and recording internal assessment and these to be evidenced in ongoing faculty practice.

**The Faculty's responsibilities are to:**

- ensure the assessment procedures as outlined in the faculty's policy and in accordance with the examination boards policy is implemented fully in practice.
- ensure that deadlines are clear, realistic, agreed and shared with faculty teaching staff, other school staff with interest (Directors of Study), students, and parents/guardians as appropriate.
- ensure that the procedures for controlled assessment taking are published and understood by faculty staff.
- ensure that all teacher feedback refers to published mark schemes and guidelines but acknowledges to students that internal marks can be altered by external moderation processes
- keep records of controlled assessment preparation and task taking maintained and up to date.
- ensure that all staff in the department follow the same procedures.

**Individual subject teacher's responsibilities:**

Each individual subject teacher is responsible under the guidance of the Head of Faculty/Leader of learning implementation of external and internal assessment of classes allocated to them in the relevant academic year. Classroom teachers will be supported in all of these activities by the management structure of the school and specifically their Head of Faculty. Therefore class teachers are required to:

- understand the scheduling of controlled assessment in their faculty.
- ensure that students are fully aware of the implications of controlled assessment and the procedures for a task marking, internal standardisation and external moderation. That any internal marks can be altered through external moderation processes.
- understand the application of task setting, task taking and task marking as relevant to the examination body of the course their classes are undertaking.
- ensure students are fully aware of controlled assessment requirements by giving them the task requirements, course specification and marking criteria in advance of the task being taken.

## **Disciplinary procedures for academic misconduct**

- Academic misconduct can be defined as any attempt by a student to gain an unfair advantage in either internal or external assessments. Academic misconduct is widely recognised to be (but may not be limited to):
- Copying: an imitation or reproduction of another students work
- Plagiarism: the reproduction of another person's work, which may have been copied from a book or downloaded from the internet and not duly acknowledged.
- Collusion: a secret agreement between students to gain advantage during controlled assessment.
- Bribery/attempting to bribe: attempting to bribe a teacher for the answers to a controlled assessment or for their assistance during the assessment.
- Impersonation: One student taking a controlled assessment on behalf of another in order to gain advantage.
- Falsifying/fabricating data: Students 'making up' data on which a controlled assessment is based which they were supposed to have collected.
- Any other attempt to deceive the school and examination body in order to gain a mark that they would not have achieved without the deception.

In the case of suspected academic misconduct the case will be dealt with in line with the school's examination policy.

## **Ownership of Controlled Assessment**

Any piece of controlled assessment created by a student remains under the ownership of the school and once submitted will be securely stored by the school until it has no further value as examination materials.

The examination board will request samples of students' work to assess the internal marking of student work. In these circumstances any work sent to the board under this process may be retained by the examination board and used by them for training purposes.

It is strongly recommended that students keep a copy of controlled assessment or asks for a photocopy once the work has been marked for their own records.

Heads of Faculty may make their own arrangements to return work to students once it has no further value to the school.

## **Appeals Procedure**

There may be circumstances when a student feels that their work has not been treated fairly and therefore all students may submit an internal appeal to examine whether the work was

treated in accordance with the policies and procedures laid down by the school and the examination bodies.

The procedure is below:

- The appeal must be submitted to the Head teacher in writing at least 4 weeks before the last exam in the series in which the controlled assessment was submitted.
- The Head teacher will investigate any breaches to the school's controlled assessment, internal assessment or marking policies. This will include consideration of the examination body's procedures.
- This investigation will take place before the final examination in the series has been completed.
- The outcome of the investigation will determine whether the appeal will be successful and requires escalation or is rejected.

**Further information [www.aqa.org.uk](http://www.aqa.org.uk)**

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.wjec.co.uk](http://www.wjec.co.uk)

**JCQ Regulations**

<http://www.jcq.org.uk/attachments/published/1127/Notice>

**Equality Impact Assessment**

<b>School</b>	<b>St John Fisher Catholic Voluntary Academy</b>
<b>Date</b>	<b>September 2016</b>
<b>Lead member of staff</b>	<b>C Hall</b>
<b>Other involved staff/role</b>	

**Proposed Plan**

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision  
to change or reduce practice/provision  
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

Review and update of current policy.

**Is the proposal likely to have an adverse impact on compliance with the Equality Duty?**

Eliminating unlawful discrimination, harassment and victimisation **N**

Promoting equality of opportunity **N**

Fostering good relations **N**

Please explain

**Consultation Process**

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

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**Potential Issues**

<b>Characteristic</b>	<b>Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)</b>	<b>Positive Negative Neutral</b>	<b>Can barrier be removed? Y/N</b>
Disability		<b>Neutral</b>	
Race		<b>Neutral</b>	
Sex		<b>Neutral</b>	
Gender reassignment		<b>Neutral</b>	
Pregnancy, maternity		<b>Neutral</b>	
Religion/belief		<b>Neutral</b>	
Sexual orientation		<b>Neutral</b>	
Marriage, civil partnership		<b>Neutral</b>	
Age		<b>Neutral</b>	

Explain in more detail

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