

Kings Langley School



Controlled Assessment Policy

REVIEW DATE: July 2016

A POLICY TITLE: Controlled Assessment Policy

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

B RATIONALE

As part of the 2007 review of GCSE qualification and subject criteria, QCA commissioned a report on internal assessment in GCSE specifications. The report which was published in June 2007 recommended that coursework should be replaced in the majority of subjects by controlled assessments.

Controlled assessment is a form of internal assessment where the control levels (high, medium or low) are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the centre and moderated by the awarding body.

C PURPOSE

- To ensure all stakeholders are aware of the expectations of the Joint Council for Qualifications (JCQ); the individual examination boards and the school
- To provide clear information of appropriate procedures, including malpractice for all stakeholders
- To provide consistency across the school

D GUIDELINES

Role and Responsibilities

The SLT responsible will:

- Ensure, on behalf of the Headteacher, that each subject carries out controlled assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);
- Co-ordinate, with middle leaders, a schedule for controlled assessment to take place;
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/ problems over the timing or operation of controlled assessments
 - Issues arising from the need for particular facilities
- Ensure all staff, students and parents have access to a calendar of events

Learning area leaders and subject leaders will ensure:

- The safe and secure conduct of controlled assessment in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions;
- 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated;
- All marking is standardised through moderation;
- All subject teachers understand their responsibilities with regard to controlled assessment and are familiar with the contents of the JCQ publication "Instructions for conducting controlled assessments (GCSE Qualifications) 1st Sept 2014 to 31st Aug 2015
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instruction;
- Regular staff training takes place and all new staff are inducted into the processes of carrying out controlled assessment;
- All confidential materials, together with the work produced by candidates, are stored securely at all times
- The Special Educational Needs Co-ordinator (SENCO) is informed about any assistance required for the administration and management of access arrangements;
- In the case of formal supervision (high levels of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices;
- A log is kept which contains:
 - The date and time of each assessment together with its title
 - The name of the supervising teacher
 - A list of candidates who were present during the assessment

- A list of absent candidates
- A log of any incidents which occurred during the assessment is kept for each controlled assessment

Teaching staff must:

- Comply with the general guidelines contained in the JCQ publication “Instructions for conducting controlled assessments”;
- Understand and comply with the awarding body specifications for conducting controlled assessments, including any subject specific instructions, teacher’s 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, together with the work produced by the candidates, are stored securely at all times;
- Supervise assessments (at the specified level of control) and undertake the task required under the regulations, only permitting assistance to students as the specification allows;
- Ensure that students and supervising teachers sign authentication forms on completion in an assessment;
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to their learning area or subject leader as appropriate, keeping a record of the marks awarded;
- Retain candidates’ work securely between assessment sessions (if more than one). Where work is electronic, staff must ensure that they take steps to meet the requirements e.g. collect memory sticks and keep them securely, or have a restricted area on the IT network.
- 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.
 - The sharing of exemplar controlled assessments and coursework with students must be done under closely controlled and supervised conditions. (JCQ Teacher sharing controlled assessments and coursework with candidates)

The Exams Officer will:

- Enter students for individual units, whether assessed by controlled assessment, external examination or on-screen test, before the deadline for the final series;
- Enter students “cash-in” codes for the terminal examination series;
- Take responsibility for receipt, safe storage and safe transmission, whether in CD, digital or hard copy format;
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines;

The Special Educational Needs Co-ordinator will:

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

Student Malpractice

The Headteacher will:

- Report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice;
- If the irregularity is discovered prior to the candidate signing the declaration of authentication form investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body;
- If the irregularity is identified after the candidate has signed the declaration of authentication, the Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity;
- Supervise all investigations resulting from an allegation of malpractice;

Teacher Malpractice

- The school will carry out an investigation where it is evident that a teacher has helped a child with their controlled assessment beyond the guidelines contained within each specification;
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed

Monitoring and evaluation

This policy will be monitored on behalf of the Governing Body by the Governors' Curriculum Committee on the biennial basis.

The policy should be read in conjunction with the exams policy.