

# Controlled Assessment Policy 2016-17

## For GCSE subjects.

**Document:** Controlled Assessment Policy

**Responsibility:** This policy is compliant with the Joint Council for Qualifications (JCQ) publication *Instructions for Conducting Controlled Assessments – 1 September 2016 to 31 August 2017*. It also has regard to the Qualifications and Curriculum Development Agency<sup>1</sup> publication *Managing GCSE Controlled Assessment: a centre-wide approach (2010)*. *These regulations apply to all legacy GCSEs with a controlled assessment.*

**New Requirement:** Students should be informed of the marks which are to be submitted to the awarding body. They must be told that marks are subject to moderation. They must have sufficient time before marks are submitted to resort to the internal appeal process.

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<sup>1</sup> QCDA has been replaced by the Standards and Testing Agency and Ofqual

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9. A Checklist
10. Risk Management for Controlled Assessment

This Policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessments.

## **1. Introduction**

Following the 2007 review of GCSE qualification and subject criteria, coursework was replaced by controlled assessment in many GCSE subjects.

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 awarding body. For most subjects however, work will be marked by the centre and moderated by the awarding body.

## **2. Roles and Responsibilities**

### **2.1 The Deputy Head Curriculum will:**

Ensure, on behalf of the Head Teacher, that each department carries out controlled assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);

Co-ordinate, with Heads of Department, a schedule for controlled assessment to take place;

Map overall resource management requirements for the year. As part of this resolve:

- o Clashes/ problems over the timing or operation of controlled assessments;
- o Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);

Ensure all staff, students and parents have access to a calendar of events.

### **2.2 Heads of Department will ensure:**

The safe and secure conduct of controlled assessment in their area and comply with the JCQ publication *Instructions for conducting controlled assessments* (circulated electronically each year to all subject leaders) and awarding bodies' subject-specific instructions;

Obtain and make available exemplar and archive material;

Ensure all marking is standardised and moderated within the department;

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All teachers in each department must understand their responsibilities with regard to controlled assessment and are familiar with the contents of the JCQ publication *Instructions for conducting controlled assessments*.

Individual teachers must 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;

There is a clear policy in the department handbook on the carrying out of controlled assessment and appropriate staff training takes place on an annual basis;

All confidential materials, together with the work produced by the candidates, are stored securely at all times. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar (available in Examination Office). The issue and retrieval of confidential material must be recorded in a log maintained by the exam officer.

Teachers must date work to show when it was marked.

Subject leaders must ensure that all candidates (rather than only those in the sample) complete and sign an authentication form, which is signed by the teacher.

At the beginning of each year, the Head of Department must publish the departmental assessment calendar. This calendar should set out for each year group

- a. The subject assessment schedule for homeworks, tests, Coursework/Controlled Assessment as well as advising students of the public examination sessions during which they will sit examinations;*
- b. The number and value of each piece of Coursework/Controlled Assessment to be submitted;*
- c. The percentage of the final grade produced by each of these elements;*
- d. The time set aside to prepare and complete each Coursework/Controlled Assessment element;*
- e. The approximate length and complexity of each component of Coursework/Controlled Assessment;*
- f. The interim deadlines in the schedule, i.e. the progress in the preparation of Coursework/Controlled Assessment which is expected at key points during the year.*
- g. The dates for the submission deadline and the final deadline;*
- h. The issue, to all department members, of dates and procedures for the internal marking, standardisation and moderation of the Coursework/Controlled Assessment.*
- i. The dates and procedures for internal appeals and disciplinary matters arising from academic misconduct;*

Support Staff are given sufficient notice in which to order and prepare materials needed for assessments;

The Special Educational needs Co-ordinator (SENCO) is informed about any assistance required for the administration and management of access arrangements;

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When there is formal supervision (high level of control) candidates do not have access to e-mail, the internet, *smart phones* or any other electronic devices;

Where videos or photographs/images of the candidates are to be included as part of the controlled assessment consent is obtained from parents/carers/guardians;

A log is kept which contains:

- o The date and time of each assessment together with its title;
- o The name of the supervising teacher;
- o A list of candidates who were present during the assessment;
- o A list of any absent candidates;
- o A log of any incidents which occurred during the assessment is kept for each controlled assessment.

## 2.3 Teaching staff must:

Comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* applicable to that academic year;

Understand and comply with the awarding body 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, 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 tasks required under the regulations, only permitting assistance to students as the specification allows;

Ensure students are fully aware of the Coursework/Controlled Assessment task requirements by giving them the course specification and marking criteria;

Provide the students with copies of the published departmental assessment calendar;

Provide standardised examples of work from previous years or from examination board exemplars;

Ensure that students are fully aware of the Coursework/Controlled Assessment task deadlines and the procedures for marking, standardisation and moderation which will be carried out in school;

Ensure that students are aware of the need to keep their work secure;

Make students aware of the Internal Appeals Procedure and the regulations concerning Academic Misconduct;

Ensure that students and supervising teachers sign authentication forms on completion of an assessment;

Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to the TLR holder at the date required, keeping a record of the marks awarded;

Retain candidates' work securely between assessment sessions (if more than one);

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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.

## 2.4 The Examination Officer will:

Enter students for individual units, whether assessed by controlled assessment, external examination or on-screen test, before the deadline for final entries;

Enter students' 'cash-in' codes to assure certification;

Take responsibility for receipt, safe storage and safe transmission, whether in CD, digital or hard copy format, of any material sent to the awarding body or a moderator;

Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines; electronic means, using the MIS, may also be used;

On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Deputy Head Curriculum and Standards;

## 2.5 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.

## 3. Good Practice

Staff are encouraged to go through the JCQ *Notice to Candidates* (for controlled assessments) at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice. The Examination officer will make a copy of this available to all HoDs. HoDs may ask for SLT to support with this process by notifying the Deputy Head Curriculum & Standards.

## 4. Scheduling Controlled Assessment

Ensure students are adequately paced in workload to complete the Coursework/Controlled Assessment tasks within the published timeframe, making sufficient progress at each of the deadlines outlined in the departmental assessment calendar;

Ensure that students log the Coursework/Controlled Assessment in their personal organisers;

Help the students manage their workload by reminding them of the relative value of Coursework/Controlled Assessment versus examination work and to keep them in proportion;

## 5. Departmental Marking of Coursework/Controlled Assessment

Mark all Coursework/Controlled Assessment within the timeframe published in the departmental assessment calendar.

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Throughout, the teacher should provide and retain written feedback on progress and standard to date. This may be evidenced electronically if submitted/maintained in this manner. Such feedback will be used as part of the appeals procedure where it is invoked by the student or his Parent(s)/guardian(s);

Provide the Head of Department with the Coursework/Controlled Assessment marks and samples within the published timeframe;

Attend standardisation and moderation meetings as required by the Head of Department and carry out all agreed adjustments to Coursework/Controlled Assessment marks;

Annotate final Coursework/Controlled Assessment according to examination board guidelines to highlight how marks have been achieved. This will be important if the work is examined within either the Internal Appeals Procedure or any subsequent procedure carried out by the examination board;

The Head of Department will retain a copy of all pupils' marks and make them available to the relevant Head of Student Learning.

## **6. Student Malpractice**

Academic misconduct is defined as any attempt by students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a student. Academic misconduct may include though not be limited to:

### a. Plagiarism

Plagiarism is presenting others' ideas and words as your own without clearly acknowledging the source of the information. This includes the purchase of assessment material or downloading it from a website and then attempting to present it as entirely your own work.

### b. Falsifying or fabricating data

Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results.

### c. Collusion

Collusion involves two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.

### d. Copying

Copying is when one student copies work from another student, with or without the knowledge of the first student.

### e. Bribery or attempted bribery

Bribery is the paying, offering or attempted exchange of an inducement for information or material intended to advantage the recipient in an assessment.

### f. Personation

Personation involves one person undertaking an assessment on behalf of another. This includes asking another person to write portions of an assessment.

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g. Any other wilful deception in any element of an assessment.

A student who aids and abets a fellow student to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.

## Procedure -

When a case of suspected academic misconduct has been identified:

a. The teacher will bring the matter to the attention of the Head of Department. They will examine the evidence, interview the student, consult with other staff and students as appropriate and establish the nature and extent of the misconduct.

b. If, as a result of this investigation, the Head of Department is satisfied that no academic misconduct has taken place, no further action will be taken against the student and the student and the subject teacher will be informed as soon as possible.

c. Where the student admits to the academic misconduct, or the Head of Department judges that misconduct has probably occurred, a standard letter available from the Exams Officer will be sent to the parent/carer.

d. If the misconduct is very serious or repeated, the Deputy Head Curriculum and Standards will re-interview the student in the presence of the Head of Department, make a written record of the interview and request the student to sign the notes as representing an accurate record of the meeting. The Deputy Head Curriculum and Standards will decide the appropriate penalty in accordance with the Behaviour Policy, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the malpractice would have affected the mark awarded for the assessment.

The Deputy Head Curriculum and Standards will ask the Parent(s)/carer(s) of the student to come to the school to discuss their child's misconduct and the penalty,

The penalty for academic misconduct will include a disciplinary sanction and will require the student to repeat the assessment under the supervision of the Head of Department within a specified timeframe. Failure to comply will result in a zero mark applied to the original work.

## The Head Teacher will:

If the irregularity is discovered prior to the candidate signing the declaration of authentication form, investigate any alleged malpractice internally (see above) 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 Head Teacher 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;

Ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation;

Respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved.

## **7. Ownership of Coursework/Controlled Assessment**

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The ownership and copyright of coursework assignments are retained by the school

On completion, the coursework submitted by students becomes examination material and the school holds it securely until it has no further value as examination material.

Ownership of this original coursework is passed to the school on submission by the student. The school may decide to use anonymised coursework for training purposes in subsequent years.

Any sample of coursework sent to an examination board becomes its property and they may decide to use the (anonymised) material for training purposes.

Students should retain a copy of their work, as the original work will not be returned.

Where the coursework results in a product, either a physical product or a software package, the school assumes ownership of the product, as it will have been developed using materials and/or facilities provided by the school and with assistance and/or guidance provided by the teaching staff

The Head of Department will have the discretion to decide if the product/package should be returned but all associated documentation will remain the property of the school.

## **8. Appeals Procedure**

This school is committed to ensuring that whenever its teachers assess students' work, this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the examination boards an internal appeals procedure is available.

An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the student or his parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out appropriately.

Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. They will ensure that all students understand the level at which they are working.

Students must not be told that they have a particular grade for coursework; if they are told marks, teaching staff must make it clear that external moderation may change marks and that this is out of the school's control.

All the marks submitted to the examination boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area

Access to coursework results will only occur after the examination results are provided by the relevant examination boards.

### **8.1 The Internal Appeals Procedure**

If a student believes that their work has not been treated in accordance with the procedures outlined above they may make use of the Internal Appeals Procedure.

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Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in that examination series.

Appeals should be made in writing to the Head Teacher, who will investigate the appeal. If, for any reason, the Head Teacher is not able to conduct the investigation she may appoint one of the Deputy Heads providing they are not working within the departmental area involved in the appeal.

The Investigating member of staff (appointed in the place of the Head Teacher) will decide whether the process used for the internal assessment conformed to the internal regulations, the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the current examination series.

If the appeal results in a change in the mark awarded to the student or his/her fellow students then the relevant examination board will be informed of the change and the reasons for it.

The appellant will be informed in writing of the outcome of the appeal, including any correspondence with the examination board, any changes made to the assessment of the student's work, and any changes made to improve matters in future.

After a student's work has been assessed and moderated internally, it is moderated by the examination board to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work; this is outside the control of the school and is not covered by the Internal Appeals Procedure.

Students and parents should be informed about our appeals procedure in advance of the Controlled Assessment taking place (*see roles and responsibilities section*). These procedures are summarised in the flowcharts below.

## 9. A Checklist.

1. It is the responsibility of each Curriculum Leader to obtain the controlled assessment task details from the examination boards.
2. The Curriculum Leader should choose the most appropriate time for the controlled assessment to take place.
3. The Controlled Assessment may take place during timetabled class time. Please make Deputy Head Curriculum and Standards aware of these times so there is an overview of when all controlled assessment is taking place and you can then be told if there are any events/examinations etc that may affect your planned CA.
4. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Examinations Officer should be notified when high level controlled assessment is taking place.
5. Relevant display materials must be removed or covered up.
6. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under examination conditions.
7. All students are to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams,

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essay plans and bibliography.

- 8.** All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- 9.** When work is carried out on computers, separate user accounts for examination use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.
- 10.** If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- 11.** Special consideration may also be asked for if a student is disadvantaged by ill-health or personal circumstances at the time of the assessment. This should be referred to the Exams Officer as soon as possible.
- 12.** Attendance records from assessment sessions should be kept by the class teacher. There must be hard copies of registers as well as Schoolpod registers kept during controlled assessment periods.
- 13.** Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate. (see specific departmental specifications for further guidance)
- 14.** Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
- 15.** Where work is assessed by the teacher and externally moderated by the examination board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
- 16.** If suspected malpractice occurs, this must be reported to the HoD, this must then be reported to Deputy Head Curriculum and Standards and the Examinations Officer.
- 17.** If a student's work is lost within the school, this must be reported to the HoD who must then liaise with Deputy Head Curriculum and Standards. If necessary this must be reported to the examination board, following the JCQ guidance (Instructions for Conducting Controlled Assessments pp24-5).
- 18.** Authentication forms must be signed by the teachers and candidates.
- 20.** Access arrangements do apply to controlled assessment. The HoD needs to find out the entitlement for students in the cohort.
- 20.** The assessment marks must be submitted to the examination board by the appropriate date.
- 21.** Candidates' work must be securely stored as in 8 above until all results have been confirmed (i.e. when the exam boards issue certificates).
- 22.** Re-sits of controlled assessment may be allowed in the next examination season, subject to the regulations for the qualification. (Instructions for Conducting Controlled Assessments p26)
- 23.** After the results are published, it may be possible to request a re-moderation of the work.

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## PROCEDURE A

### APPEALS PROCEDURE FOR STUDENTS FOLLOWING RELEASE OF CENTRE ASSESSED MARKS

Any student that is unhappy with a mark awarded from an internal assessment should follow the following procedure:-

Contact subject teacher *IMMEDIATELY* in person to discuss mark and raise concerns (this discussion does not form part of the formal appeals procedure)



Following above discussion if concerns cannot be resolved, the student should lodge an appeal in writing (*within 1 week of issue of marks*) to the subject Curriculum Leader (CL) or subject teacher's Line Manager (LM). The appeal should be in writing and state the full details of the complaint and the reasons for the appeal. It should be signed and dated by the student.



Upon receipt of a written appeal the CL or LM will provide a copy of the appeal to the subject teacher who made the assessment and request a written response from them to the appeal. A copy of which will be sent to the student.



The CL will carry out a review of the assessment and respond in writing to the student. Response to be issued *within 1 week of receipt of written appeal*.



If the student is not happy with the written response received, the appeal will be subject to a personal hearing. The student will be informed of the hearing date; at least *3 days* notice will be given. The student will be provided with a copy of all relevant documents (e.g. the marks given, the assessments made). The student may present their own case and will be allowed to be accompanied by a (single) carer/friend. The subject teacher and student will have the opportunity to hear each other's submission to the panel at the hearing. The panel will comprise of a member of the school's Leadership Group and a Governor who have not previously been involved with the appeal.



The decision from the hearing will be made in writing to the candidate *within 2 days* of the date of the hearing. This decision will be final.



A written record of all appeal will be kept by the school and maintained by the Exams Manager.

The Exams Manager will inform the Awarding Examination Body if there is any change to an internally assessed mark as a result of an appeal.

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## PROCEDURE B

### **APPEALS PROCEDURE FOR STUDENTS FOLLOWING RELEASE OF MARKS FROM THE AWARDING BODIES "ENQUIRIES ABOUT RESULTS"**

Any student that is unhappy with a mark awarded from an awarding body upon issue of results should follow the following procedure:-

Contact subject teacher as soon as possible (*but no later than 3 days before the published deadline for Enquiries about Results*) in person to discuss mark, raise concerns and discuss the best way forward. The Exams Manager will advise on what options are available to query the mark and the costs involved.



Students should be aware that Enquiries about Results (EARs) can result in marks being raised, confirmed or lowered. Students should sign a consent form to confirm that they understand the consequence of an enquiry



Subject teacher to review marks and discuss with CL to agree the way forward taking into account the break down of marks and grade boundaries and the students predicted grades. If the Department agree to support the enquiry please follow (3) below if not the subject teacher should advise the student as per (4) below.



A student may appeal against a decision not to support an EAR's. Appeals should be made in writing to the Head Teacher (HT) no later than *5 working days before the published deadline for EARs*. The appeal should be in writing and state the full details of the complaint and the reasons for the appeal, the appeal should be signed and dated and include a daytime contact telephone number of the student. This information will be reviewed by the HT or another member of the schools Leadership Group if the HT is unavailable and the outcome of the appeal will be communicated by telephone where possible or 1<sup>st</sup> class post within 24 hours of receipt. This decision is final.



(3) If the subject team agree that the school supports an enquiry, the request together with the students consent form should be made to the Exams Manager *before the published deadline for EARs*. The cost of the enquiry will be taken from the departmental budget. If the enquiry is successful, the fee will be refunded.



(4) If the school does not support the enquiry, the student may still proceed in some cases (please contact the Exams Manager to check) with the enquiry but all costs involved need to be paid by the student at the time the enquiry is made. No enquiry will be made unless the fees are paid. Requests should be made in person to the Exams Manager *before the published deadline for EAR's*. If the enquiry is successful, the fee will be refunded to the student.



Outcomes following EARs will be made in writing by the Exams Manager to the student as soon as they have been received from the Awarding Bodies.

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## 10. Risk Management for Controlled Assessment.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year)	Plan dates in consultation with school calendar – negotiate with other parties	HoD, GRY
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	HoD, GRY
Pupils struggling to manage demands on time and potential pressures	Plan assessments so they are spaced over the duration of the course, potential issues or reasons why this can not happen are identified early.	Early distribution of year schedule to pupils and parents.	GRY, HoY
<b>Accommodation</b>			
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	Classroom Teacher, HoD, GRY
Insufficient facilities for all candidates	Careful planning ahead and booking rooms / centre facilities	Careful planning ahead and booking of rooms/centre facilities.	Classroom Teacher, HoD, GRY
Facilities breach rules by having displays with relevant subject information	Careful planning and checking facilities in advance.	Covering or removing inappropriate displays. Possible room changes.	Classroom Teacher, HoD
Insufficient ICT facilities/classrooms for those areas that require ICT to produce their CA	Planning ahead to make sure that GCSE Business and Geography are not happening at the same time putting too much pressure on ICT facilities  Booking facilities in advance	Movement of classes from ICT corridor or Burr Road to ensure availability.	Classroom Teacher, HoD, FST, GRY, IT Support

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Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<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	HoD, IT Support
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	HoD, IT Support
Validity of Assessment	Check task validity date – eg can this topic, theme be submitted for Summer 2016?	Make sure the task is still valid for the year of entry of the unit	HoD
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HoD, IT Support
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Book facilities and staff, notify pupils.	Classroom Teachers, HoD
Candidates have a scheduling clash for examinations or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date with KS4 Diary (see Deputy Head Curriculum and Standards); provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes	HoD, GRY

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Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<b>Control levels for task taking</b>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	<p>Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required.</p> <p>Discuss with Deputy Head Curriculum and Standards if unsure in advance of delivery.</p>	Seek guidance from the awarding body	Supervising Teacher HoD GRY Examinations Officer
<b>Supervision</b>			
Student study diary/plan not provided or completed ( <i>Not all controlled assessments for a GCSEs will require the completion of a study diary or study plans</i> )	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	HoD
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	<p>Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision</p> <p>Use of departmental meeting to share the Controlled Assessment policy.</p>		Classroom Teacher HoD
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> supervising	<p>A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.</p> <p>Controlled Assessment dates to be submitted in advance so that appropriate invigilators can be provided.</p>	<p>Deputy Head Curriculum, and Standards to produce an invigilation Rota as a preventative action.</p> <p>If the invigilator does not arrive contact the General Office immediately for a replacement member of staff.</p>	HoD GRY

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Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<b>Task setting</b>			
Teaching staff/assessors fail to set tasks correctly	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification ( <i>All tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification</i> ).  Departmental meetings used to plan and ensure staff are familiar with the tasks.	Seek guidance from the awarding body	HoD, Senior Line Manager
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately.  Departments set time aside for standardisation and moderation in advance to ensure it happens in good time to allow deadlines to be met.	Training from examination board/Seek guidance from the awarding body  Sharing of good practice across the school on standardisation and moderation procedures.	HoD, Senior Line Manager
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HoDs
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	HoDs, GRY
Insufficient or insecure storage space	Look at provision for suitable storage early in the course, preferably in the department (big department areas) or in the examination officer's area.	Find alternative spaces	HoDs, GRY

Example risks and issues	Possible remedial action	Staff (use 'RACI' to determine who should be listed)
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	<b>Forward planning</b>	<b>Action</b>	<i>determine who should be listed)</i>
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them.  Published dates for Year 10 and 11 as far ahead as possible.	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.  Inform Parents	Classroom Teachers HoDs
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the examinations office can process and send off marks ahead of awarding body deadlines	Seek guidance from awarding body	HoDs
<b>Authentication</b>			
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	Find candidate and ensure form is signed	Classroom Teachers HoDs
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 season	Classroom Teachers HoDs

<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff (use 'RACI' to determine who should be listed)</b>
	<b>Forward planning</b>	<b>Action</b>	
<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase at departmental meetings.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoDs

# Controlled Assessment Policy 2016-17

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.	HoDs
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