



Byrchall High School

Controlled Assessment Policy

What is Controlled Assessment?

Controlled assessment is internal assessment that replaces GCSE coursework from September 2010 and it also contributes to principle learning in the Diploma. It has been introduced by the Qualifications and Curriculum Development Agency to address some of the issues raised in coursework, such as plagiarism, teacher assistance and parental intervention.

Preparing students for Controlled Assessment:

The requirements for each subject are different and the Specifications give more detail about what preparation is required and appropriate. Generally teachers will need to

- Teach an overview of the chosen topic/task before students set to work
- Give students the context they need to understand the topic
- Teach students any skills they will need for their tasks, such as research skills
- Support and guide students throughout the research, drafting and write-up stages

Levels of control:

As the name suggests, it applies increased control over assessment of students' work at three critical points:

- Task setting
- Task taking
- Task marking

Each stage has a level of control (high, medium or low) to ensure reliability and authenticity and to make assessment more manageable for teachers and students.

Teachers will ensure that the correct level of control is enforced at the appropriate time by following the instruction given in the chosen Specification.

Formal supervision (high level of control):

- Students must be in direct sight of the supervisor at all times
- The use of resources is tightly prescribed, normally only research folder/diaries
- Students must complete all work independently
- No assistance can be given to students

Informal supervision (medium level of control)

- Students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated.
- Teachers must ensure that
 1. The students' work is their own
 2. Plagiarism does not take place.
 3. The contributions of individuals are recorded accurately
- Students have access to resources
- Students can work together
- Students can receive limited oral and written guidance but model answers and writing frames are not permitted.

Limited supervision (low level of control):

- Some work can be completed without supervision, outside the classroom/centre
- Students have access to resources
- Students can work together
- Students can receive guidance from teachers

Research diary/folder

Each student should have a research diary/folder in which to record their research, planning, resources etc. It provides evidence that each student's final assignment is their own work and that the ideas are their own. It should contain a note of all the sources used such as books, websites, DVDs etc. (bibliography). It should also record all teacher feedback given to students. It may contain an essay plan but should not contain any lengthy passages of prose that can be copied out in the final assessment. It is perfectly acceptable for teachers to produce a simplified 'student-friendly' version of the assessment criteria to be stored in the diary.

Students may have access to their diary during the high control write-up phase but once this phase has started, no new material can be introduced into the research diary.

Storage of work:

Throughout the assessment period, all assessment materials (including mark schemes and students work) must be stored securely, usually in a locked cabinet/cupboard. Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate, research folders/diaries. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks etc. should also be collected in after each session.

In some cases, where students are producing artefacts in Design & technology or artwork in Art & Design, the locked classroom, studio or workshop will count as secure storage.

Test marking:

Teachers will mark work using the marking descriptions and other guidance provided by the Examination Board. The work will be standardised internally and prepared for external moderation in line with the requirements set by the Examination Board. Departments must not release or dispose of students' work until after the closing date for enquiries about results or any subsequent appeal. Any concerns about malpractice should be discussed with the Examination Officer. Guidance is provided in the Joint Council for

Qualifications booklet “Instruction for conducting controlled assessments”, which has been given to all Head of Department or Teachers in charge of subjects, together with Form JCQ/M1. Copies of the booklet and form can be found at www.jcq.org.uk.

Access arrangements:

These apply equally to controlled and external assessments, for example use of practical assistants, readers or additional time. Further details are available on the Joint Council for Qualifications (JCQ) website (www.jcq.org.uk.exams office). The SENCO will identify students requiring special consideration and applications will be made on behalf of these students by the Examination Officer.

Outlining staff responsibilities – GCSE controlled assessment

Senior leadership team

- To ensure that the Head of Departments they line manage are accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies’ subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resources 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 (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved within the line managed departments have been provided by the HOD with a timetable of when controlled assessments are to be conducted within the academic year.

Head of department/faculty

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component. Ensure staff involved have been on appropriate training courses for the new specifications or that HOD is satisfied that training/information has been cascaded down following their own attendance at training.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment and, in particular, the security and safe storage of materials and completed work.
- Ensure that individual teachers understand the requirements of the awarding body’s specification and are familiar with the relevant teachers’ notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Undertake and oversee the safe, secure storage of all controlled assessment materials within their department and report any malpractice or breach of security to the Examinations Officer and their SLT line manager.
- To report to the Line Manager any additional requirements relating to additional secure storage and to give any materials to the Examination Officer for secure storage, should there be insufficient or unsuitable storage facility.

- Supply to the exams office details of all unit codes for controlled assessments and confirm the examination entry list of students to be entered on each examination session are correct.
- Post-completion, 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.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication instruction for conducting controlled assessments.
- 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 are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- 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 through the exam office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exam office staff

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries, as confirmed by Heads of Department.
- Enter students 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom, on request from the department, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Ensure access arrangements have been applied for, as requests and evidence are provided by Special Educational Needs Dept.

Special educational needs coordinator/additional learning support

- Work with teaching staff to ensure requirements for support staff are met.
- Co-ordinate the assessment of students to establish whether examination access arrangements are required.
- Provide evidence and request for access arrangements to the Examination Officer.

Further References:

Qualifications and Curriculum Development Agency (www.qcda.gov.uk)

The Assessment and Qualifications Alliance (AQA) (www.aqa.org.uk)

OCR Examination Board (www.ocr.org.uk)

Edexcel Examination Board (www.edexcel.org.uk)

Internal Assessment

1. The teacher responsible for the group will assess the work of pupils.
2. Moderation will take place involving all staff and organised by the course leader.
3. Pupils who have a disagreement over the procedure, or the results, may discuss the issue with the following:

(a) Teacher responsible for the group

If unsatisfied:

(b) Course Leader

If unsatisfied:

(c) Assistant Head

If unsatisfied:

(d) Parents/Guardian may contact the Headteacher.

Appeals against Internal Assessment of Work For External Qualifications

The Byrchall High School is committed to ensuring that whenever it's staff assesses students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The centre is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the centre for moderation by the awarding body.

This procedure can be found on the school website and is posted on the exams notice board.

1. Candidates will be informed of their centre assessed marks before marks are submitted to the awarding body and can also request copies of the materials to assist them in considering whether to request a review of the centre's marking of the assessment. This is to provide the candidate with sufficient time in order to allow them to review copies of materials and reach a decision.
2. Appeals should be made as early as possible and at least two weeks before the submission of marks to the exam boards.
3. Appeals should be made in writing by the candidate's parent/carer to the exams officer (EO), who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision. If the EO was directly involved in the assessment in question, the headteacher will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise if the EO is not able to conduct the investigation for some other reason.
4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
6. The outcome of the appeal will be made known to the headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of The Byrchall High School and is not covered by this procedure. If you have concerns about it, please ask the EO for a copy of the appeals procedure of the relevant awarding body.