



STATIONERS' CROWN WOODS ACADEMY

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CONTROLLED ASSESSMENT POLICY — 2016-2017

Definitions

Controlled assessment replaced coursework in GCSE subjects from September 2009, and is subject to regulation by the relevant awarding body and the Joint Council for Qualifications.

Controlled Assessment Scheduling

Students may be undertaking more than one piece of controlled assessment at one time, and may therefore be under considerable pressure at certain points during their courses with 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/carers
- Ensure as far as possible that students are supported and appropriately paced throughout their controlled assessments
- Ensure as far as possible that students are supported with the recording and management of controlled assessment deadlines and preparation pressures
- Aim to provide catch up sessions for students who miss a controlled assessment session when initially scheduled

Staff Responsibilities

Heads of School

- Are accountable for the safe and secure conduct of controlled assessments, and must ensure that assessments comply with JCQ guidelines and subject-specific instructions, through agreement with advisors.
- Must map overall resource management requirements for the year, in consultation with the Associate Principal. As part of this, the Associate Principal will 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)
- The Associate Principal will ensure that all staff involved have a calendar of events

Heads of School, Senior Line Managers, Subject Leaders and Teachers

..... must be familiar with the requirements of the JCQ publication *Instructions for conducting controlled assessments*. It is the responsibility of each subject to download assessment tasks, administer, supervise, mark and standardise tasks. ***Heads of Schools, Senior Line Managers, Subject Leaders and Teachers*** are also responsible for keeping students' work secure between sessions and after tasks have been completed. Specific responsibilities include:

- Decide on the awarding body/specification for a particular GCSE and ensure the exams office is informed of the appropriate specification codes and planned dates for entries
- Inform the Associate Principal of your preferred dates for the controlled assessments *no later than Easter of the previous academic year*
- Ensure that at least 40% of the overall assessment (controlled and/or external exam) is taken in the exam series in which the qualification will be certificated, in accordance with the terminal assessment requirements.
- Ensure that the correct controlled assessment task is being used for the year of entry, particularly in the case of resits.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body specifications and control requirements
- Obtain confidential material/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
- Ensure that secure storage facilities are in place in accordance with the requirements of the *Instructions for conducting controlled assessments*
- Internally standardise the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment. All teaching staff must be familiar with the *Instructions for conducting controlled*

assessments

- 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
- Be aware that the responsibilities/guidelines within this document are generic. Subject specific requirements must be drawn up and approved by the Associate Principal.

Teaching staff

- Understand and comply with the general guidelines contained in the *Instructions 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
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification guidelines allow
- Ensure that students and supervising teachers sign the authentication forms on completion of an assessment
- Inform candidates of the JCQ regulations concerning malpractice, as detailed in *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Retain candidates work securely between assessment sessions (if more than one)
- Post-completion, retain candidates work securely until after the closing date for enquiries about results. In the event of an enquiry, retain work securely until the outcome of the enquiry and any subsequent appeal has been published.

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; any work sent to the board under this process may be retained by the examination board and used by them for training purposes.

Students must be instructed to keep a copy of their controlled assessment for their own records.

Heads of School, Senior Line Managers, Subject Leaders and Teachers may make their own arrangements to return work to students once it has no further value to the school.

External Regulations

There are three stages to controlled assessment: Task setting; Task taking; Task marking

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

Task setting outlines who will set the task and what students have to do.

Task taking outlines how students go about taking the task and can be split into stages e.g Research, Analysis and Write-up. Each stage can have different controls: Research - *Low Control* (students can work unsupervised outside the classroom); Analysis - *Medium Control* (students do their analysis and selection under informal supervision); Write-up - *High Control* (students write up their task in a supervised, controlled classroom environment).

Task marking outlines who will do the marking

Controls and Deadlines

High Control (Formal Supervision):

- Students must be in direct sight of the teacher/supervisor at all times
- The use of resources is tightly prescribed, normally only research folders/diaries.
 - Students must not use a mobile phone or any other electronic communication device e.g iPod, MP3 player
 - Students must complete all work independently
 - Students must not communicate with each other
 - No assistance can be given to students

Medium Control (Informal supervision)

- 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 the students work is their own; plagiarism does not take place; the contributions of individual students are recorded accurately
- Students have access to resources
- Students can work together
- Students can receive limited guidance

Low control (Limited supervision)

- 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

NB: Particular subjects may have particular requirements. Subject Leaders must liaise with Fazal Rahman to draw up subject specific guidelines.

Candidate Malpractice

Candidates must not:

- Submit work that is not their own
- Lend their work to others or allow their work to be copied
- Allow others access to, or the use of, their own independently sourced material i.e candidates must not plagiarise each other's work
- Use any books, the internet or other sources without acknowledgment or attribution
- Submit work processed by a third party without acknowledgement

These actions constitute malpractice for which a penalty e.g disqualification from the assessment will be applied.

In addition, candidates must follow the specific regulations relating to the level of control at each stage, as specified by the awarding body. Any candidate found to have breached the requirements of formal supervision/high control, will be dealt with in accordance with the JCQ regulations *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

Any irregularities in controlled assessments discovered prior to the candidate signing the declaration of authentication will be dealt with under the school's internal procedures. A teacher can refuse to mark any work which they believe is not that of the candidate alone.

Appeals Procedure

We are required to have an internal appeals procedure relating to internal assessment decisions, including cases where a candidate's controlled assessment is rejected on the grounds of malpractice. A copy is available on request from the Examinations Officer and will be made known to students.

