



# Chipping Sodbury School

## Controlled Assessment Procedure

Approved by	LGB
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Linked policies	<a href="#">JCQ Guidance - Controlled Assessments 2010 - 2011, QCDA 10 4732 Managing GCSE controlled assessment - a centre-wide approach</a> <a href="#">Controlled Assessment Guidance\QCDA 10 4732 Managing GCSE controlled assessment - a centre-wide approach.pdf</a> Exams Procedure, Examinations Contingency Plan, NEA Procedure

## **Context of Policy**

From September 2009, Controlled Assessment replaces coursework for 26 new GCSEs. This is one of the changes in the Government's reform of education for 14-19 year olds, designed to ensure that specification content meets the aims of the revised secondary curriculum.

### **Key features:**

- ◆ Enables a more integrated approach to teaching and learning and assessment
- ◆ Provides an increased facility to ensure that work is the students' own
- ◆ Enables teachers to choose the timing of the controlled assessment
- ◆ Enables teachers to select from a choice of tasks and contextualise them
- ◆ Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning
- ◆ Usually takes place in the classroom, within the normal timetable
- ◆ Features levels of control designed to maximise reliability and authenticity

### **Process of Controlled Assessment**

The process has 3 stages:

1. Task Setting
2. Task Taking
3. Task Marking

#### **Task Setting:**

Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

#### **Task Taking:**

Three levels of control apply:

1. Low control – students can work unsupervised outside the classroom. This is normally the research stage
2. Medium control – students can work under informal supervision. This is normally the analysis stage
3. High Control: Students complete their task under direct supervision throughout. This is the write up stage.

#### **Task Marking**

Task Marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework. In this case, Chipping Sodbury staff must use the JCQ Instructions for Controlled Assessments to standardise marking.

## **Responsibility of staff in the implementation of the Controlled Assessment Policy**

1. It is the responsibility of each Subject Leader to obtain the controlled assessment task details from the exam board
2. The Subject Leader should choose the most appropriate time for the controlled assessment to take place and ensure its inclusion on the school assessment calendar
3. The Controlled Assessment may take place during timetabled class time
4. Learning Areas must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams 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 exam conditions.
7. Each subject area is required to note the guidance and feedback the students received from their teacher. The record of the research and planning stage containing notes, diagrams, essay plans and bibliography must be recorded on the students work.
8. All assessment materials must be locked in a suitable secure cabinet at the end of each session.
9. In assessment areas that involve a high control level work. Students 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 point 8 above.
10. If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
11. For long absences, special consideration should be applied for.
12. Entries for controlled assessment must be made at the appropriate time.
13. Attendance records from assessment sessions should be kept by the class teacher.
14. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
15. 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.
16. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
17. If suspected malpractice occurs, the Exams Officer must be informed.
18. If a student's work is lost within the school, this must be reported to the exam board.
19. Authentication forms must be signed by the teachers and candidates.
20. Access arrangements do apply to controlled assessment.
21. The assessment marks must be submitted to the exam board by the appropriate date.
22. Candidates' work must be securely stored as in point 8 above until all results have been verified.
23. Re-sits of controlled assessment may be allowed in the next exam session.
24. After the results are published it may be possible to request a re-moderation of the work.

## Outlining staff responsibilities - GCSE controlled assessments

### Senior leadership team

- 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 are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic 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 have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.

### Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

### Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams officer details of all unit codes for controlled assessments.
- 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 candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body.
- Inform candidates of their marks for internally assessed components in sufficient time for them to be able to appeal their marks before they are submitted to the awarding body.
- Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).

- 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.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

#### **Exams officer**

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether CD or hard copy format.
- Where necessary download confidential materials and be responsible for safe storage.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

#### **Special educational needs coordinator/additional learning support**

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

The school recognises that practice will inform policy. Therefore, all staff are required to follow the controlled assessment guidelines outlined in the

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and subject specific exam board specifications where controlled assessments are specified.