

Full name of policy:	Controlled Assessments Policy and Procedure
Requirement for policy:	To comply with Awarding Body requirements
Name and post of person responsible:	Richard Sproson Acting Principal
Highest School body approving the policy:	School Leadership Team
Date of approval:	October 2017
Frequency of review:	Annually
Dates of previous reviews:	October 2017
Date of next formal review:	October 2018
Policy Reference:	All policies can be located on the school website.
Total number of pages: (Including appendices and front sheet)	4 pages
Comments:	This policy should be read in conjunction with specific Awarding Body requirements and guidelines.

King Richard School

Policy on Controlled Assessments

Overview

The School will follow the 'Instructions for Controlled Assessments', as determined and published by the Joint Council for Qualifications (JCQ).

Where the JCQ makes a "recommendation", as far as possible we will make that a requirement of our day to day practice.

Our practice will be such that there is consistency of approach, and systems, across all subjects as well as within subjects.

Where Assessments Take Place

Wherever practicable, Controlled Assessments will take place **within the normal timetabled lesson** for a subject, in the normal teaching space.

Wherever possible, Controlled Assessments will take place without an external invigilator.

Supervision

The School will ensure that all staff involved in the conduct of controlled assessments:

- understand the level of control to be applied
- ensure that supervision requirements are met – formal, informal or limited – as determined by the specific Awarding Body specification

Candidates with access arrangements

The school seeks, where appropriate, to ensure that arrangements are in place to enable students with particular requirements to access assessment. The overriding principle is that if a student has an access arrangement as part of his or her normal way of working and he/she requires such an arrangement for the written component(s), then a similar arrangement should be made for the controlled assessment(s).

The School will ensure that teaching staff are aware of any access arrangements which need to be applied during a controlled assessment session.

The School will ensure that applications for access arrangements for individual students will be made in accordance with Awarding Body requirements.

Security

Controlled Assessments will be stored in a secure place, with secure storage defined as a locked steel cabinet, a metal cabinet or similar cabinet.

Appeals Procedure

The School has a published Appeals Policy and Procedure which candidates can invoke if they are unhappy with any aspect of Controlled Assessment delivery within the School. Details of this Appeals Procedure are published on the School website.

Procedures and Staff responsibilities - GCSE controlled assessment

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 be spread throughout the academic years of key stage 4).
- 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 (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved has a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.
- Ensure that Heads of Departments are aware of and understand their roles and responsibilities in relation to controlled assessment.

Heads of Department / Faculty:

- Read and comply with the general guidelines for conducting controlled assessments contained in the *JCQ Instructions for Controlled Assessment* and in the specific awarding body specification, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- 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 understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully 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 contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements
- Ensure that all teachers understand the specific awarding body guidance and regulations regarding access arrangements for individual students.
- Ensure that all controlled assessments are completed, marked, internally verified in a timely fashion and return completed mark sheets to the Exams Office by the internal deadline set by Exams.
- 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 School.

Teachers:

- Understand and comply with the general guidelines contained in the JCQ publication *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
- Have responsibility for managing each controlled assessment session that they supervise.
- Contact Learning Support, as early as possible in the course, to discuss a learner's needs if there are no access arrangements in place but a potential need is identified.
- Retain candidates' work securely between assessment sessions (if more than one).
- Supply to the exams office 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 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 exams 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).
- 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.

Examinations Officer:

- Enter students for controlled assessment before the deadline for final entries.
- Be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format of all confidential materials directly received by the Exams Office.
- Make applications to the awarding body for recommended access arrangements
- Distribute mark sheets for teaching staff to use, collect and send completed mark sheets to awarding bodies before deadlines.
- Arrange suitable accommodation, where controlled assessment cannot be conducted in the timetabled classroom.
- Ensure access arrangements have been applied for and approved.
- Work with teaching staff and Learning Support to ensure requirements for support are met when and where appropriate (e.g. Reader is not permissible for the 'Literary Reading' component of the English GCSE Controlled Assessment).

Learning support department:

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.
- Send details of recommended access arrangements for individual students to Exams Office
- Deploy Learning Support staff – **in situations where in-class support is normally provided** – to meet requirements of approved access arrangements for individual students.

ICT Department:

- Provide an effective system to enable creation of login accounts for individual students which comply with the requirements for controlled assessments which take place under 'formal supervision'.

To be reviewed October 2018