



Holmer Green  
Senior School

# Controlled Assessment Policy

(Legacy GCSE qualifications)

## **Introduction**

It is a requirement of the Joint Council for Qualifications (JCQ) that all examination centres have a policy for controlled assessment in place from the autumn term of 2010.

Controlled assessment encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with awarding body specifications.

Controlled assessment applies different levels of control (Low, Medium or High) at each stage of the assessment process: task setting, task taking and task marking. In some subjects, the awarding body will mark work. For most subjects, however, work will be marked by the centre and moderated by the awarding body.

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

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, including the requirements of the awarding body's specification 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.
- Ensure that students are aware of the regulations of controlled assessments, in particular the implications of plagiarism, prior to undertaking the Controlled Assessments.
- 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 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. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Inform candidates of the marks which have been submitted to the awarding body, but make it clear that these marks are subject to change through the moderation process. This should be within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body. Candidates should be informed of their provisional marks at least ten working days prior to the submission of the assessment.
- Ensure that the Exams Officer is made aware of any failure to meet the awarding body specifications (e.g. lost student's work).
- Retain candidates' work securely between assessment sessions (if more than one).
- Take sensible precautions if / when work is taken home for marking.
- 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 prior to the Controlled Assessment being undertaken.

### **Exams office staff**

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD, memory pen or hard copy format.
- 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.

Adopted by the Governing Body July 2017. Review: JULY 2019

