



Whitburn Church of England Academy

Controlled Assessment Policy

Preface

Whitburn Church of England Academy, in accordance with Christian principles and values, aims to serve our community by providing an education of the highest quality. We strive to ensure “excellence for all” is a reality, promoting the growth of wisdom and learning. As a Church of England Academy, we aim to develop Christian values such as kindness, forgiveness, respect and thankfulness. We value the uniqueness of each individual and support the development of a rich and fulfilling spiritual life for all of our community.

We aim to develop self-esteem, model conflict resolution and are committed to justice and compassion. Mutual respect and trust are central to our community and we expect high standards in all aspects of Academy life.

This policy and its associated procedures are based on these key principles and values.

Policy

Controlled assessments at Key Stage 4 (KS4) are designated centre assessed components of GCSE examinations. The percentage allocated for the controlled assessment component can vary depending upon the subject.

Management of Controlled Assessment Completion

1. Controlled assessments are a form of internal assessment, comprising of supervised activities with three levels of control:
 - a. **Limited control** – Centres design their own task(s) using criteria set out in the specification. Pupils may conduct research, planning and preparation. They may work unsupervised outside of the classroom i.e. fieldwork is permissible and some research and drafting of ideas may be completed as homework activities. At this stage, teachers may give **unlimited feedback and guidance** to individual pupils. Note that all work should be carried out with limited supervision.
 - b. **Medium control** – Centres may opt to select from a number of tasks provided by the awarding body, or design their own task(s) using criteria set out in the specification. Pupils work under informal supervision – this is normally the analysis stage and teachers can provide **limited guidance** to pupils. Pupils can revise and redraft work at this stage. Teachers can review pupils’ work and provide oral and written advice.
 - c. **High control** – The awarding body is responsible for setting the task(s). This may be an externally set test or assignment, or may be the write-up stage, requiring formal supervision and no teacher guidance is permitted. All work must be completed under examination conditions.

Pupils must be directly supervised, and pupils must complete all work independently and must not communicate with each other. ***Pupils are however permitted to use their research folders.*** Any prep work can inform but should not be included in the final piece of work.

The Senior Management Team (Assessment) will:

- Be accountable for the safe and secure conduct of controlled assessments and will ensure that assessments comply with Joint Council for Qualifications (JCQ) guidelines and awarding bodies' subject-specific instructions.
- Co-ordinate, in conjunction with the Heads of Learning for Years 10 and 11 and with Heads of Subject/Directors, the scheduling of controlled assessments so that, where possible, pupil workload is spread across the academic years of KS4.
- 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 have a calendar of events.
- Review the Internal Appeals Procedure to ensure that controlled assessment tasks fall within its remit.

Heads of Subject/Directors will:

- Decide on the awarding body and specification for a particular GCSE and supply to the Assessment Office details of all unit codes for controlled assessments.
- 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 understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where a choice of tasks is given, ensure the most appropriate task is selected to allow pupils to achieve the highest possible grades.
- 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.

- Ensure that there is a clear plan for developing the skills required by pupils to be successful in controlled assessments and that this is integrated into the GCSE (and where appropriate the KS3) scheme of work. They will also ensure that pupils have opportunities to receive formative feedback from practice controlled assessments and will monitor teaching and sample teacher planners/records to ensure that all pupils receive this entitlement.
- Plan so that lesson time commensurate with the timescale set out within the GCSE specification is allocated for the completion of the controlled assessment.
- Make appropriate plans for absent pupils to complete missing work, so that is organised at a departmental level in order to make the most effective use of resources and staffing.
- Ensure that mark/grade descriptors are shared with pupils and are set out in appropriate and accessible language.
- Ensure that all teaching staff in their department are aware of their responsibilities and comply with guidelines set out below.
- Monitor the record keeping for controlled assessments in their departments to ensure accuracy and compliance with examination specification requirements.
- Liaise with Dataspire to set up pupils' electronic accounts to enable and disable accounts as per examination guidance.
- Monitor access arrangements for SEN and ensure pupil entitlement is met.

Teaching staff will:

- Keep accurate records on the progress of pupils in regard to the completion of their controlled assessments, in-line with examination specification requirements.
- Ensure that SEN pupil entitlement for access arrangements is met.
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* and within the Academy's Quality Standard for Controlled Assessment.
- 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 pupils as the specification allows.
- Ensure that pupils 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 Assessment Office to the awarding body when required, keeping a central record of the marks awarded.
- Collect in all pupils' work at the end of every session spent on the controlled assessment and retain candidates' work securely in a locked fire-proof/metal storage cupboard between assessment sessions.
- Post-completion, retain candidates' work securely in a locked fire-proof/metal storage cupboard when appropriate 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 SENCO for any assistance required for the administration and management of access arrangements.

Assessment Office staff will:

- Provide a copy of the JCQ publication *Instructions for conducting controlled assessments* to all teaching staff involved in controlled assessments.
- Enter pupils for components, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter pupils' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Deputy Headteacher (Assessment).

SENCo will:

- Liaise with the Senior Management Team (Assessment) and the Senior Data Manager to ensure pupils are considered for access arrangements and these have been applied for as appropriate.
- Liaise with Heads of Subject/Directors to ensure that SEN LSAs are deployed to support SEN pupils as appropriate, taking full consideration of the support allowed within the regulations for each specification.

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