



# Controlled Assessment

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## 1. Aims

Driffield School's Controlled Assessment Policy sets out the school's formal commitment to ensuring all actions carried out in relation to any area of controlled or school based assessment are in line with JCQ requirements. This covers all GCSE and A Level courses, all vocational courses including Cambridge, BTEC and BCS ECDL courses and any other relevant assessments.

The policy is in place to maintain consistency of practice, accuracy and fairness across all subjects and all school staff, and to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with awarding body specifications. Depending on subject and specification, controlled assessment might be:

- High control – the exam board sets the task to be completed and the school chooses one of these tasks
- Medium control – the subject may choose from a selection of assignments produced by the exam board or design its own
- Limited control – the school designs its own assignments against set criteria.

## 2. Introduction

JCQ documents relating to controlled assessment can be found at: <http://www.jcq.org.uk/exams-office/controlledassessments>. This includes further information on the nature of controlled assessment, further information on staff responsibilities and risk management.

## 3. Organisation - Roles and Responsibilities

### Senior Leadership Team

- Are accountable for the safe and secure conduct of controlled assessments. The team will ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Will, at the start of the academic year, coordinate with subject leaders subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Will map overall resource management requirements for the academic year. As part of this, the Senior Leadership Team 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);
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.

### Subject Leaders

- In agreement with the leadership team, will decide on the awarding body and specification for a particular GCSE.
- Will 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, will 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.
- Supply to the exams office details of all unit codes for controlled assessments.

### **Teaching staff**

- Must understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Must 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.
- 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.
- 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 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 in CD or hard copy format.
- 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**

- Working with the Exams Officer, ensure access arrangements have been applied for, and share details on these with all relevant staff.
- Work with teaching staff to ensure requirements for support staff are met.

### **Subject Leaders**

- Ensure students have been informed of final mark and had chance to appeal

## Key

KS3 – Key stage 3 (years 7-9)  
KS4 – Key stage 4 (years 10-11)  
KS5 – Key stage 5 (years 12-13)  
NC - National Curriculum  
SLT - Senior Leadership Team  
SEN - Special Educational Needs  
Alps - Key Stage 5 data and target setting package  
AS - Advanced Subsidiary (qualification)  
HOH - Head of House  
AFL -Assessment for Learning  
DFE – Department for Education  
JCQ – Joint Council for Qualifications  
LA – Local authority  
ERYC – East Riding of Yorkshire Council