

White Trees
independent school



Controlled Assessment policy

See also 'Who We Are, What We Do and How We Do It', Safeguarding policy

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave the school with a 'new day, new opportunity' ethos and are capable of becoming positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

Wonderful
Excellent
Lovely
Clever
Outstanding
Magnificent
Enthusiastic

(Acronym created by White Trees pupils)

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 years old, designed to ensure that specification content meets the aims of the revised secondary curriculum.

Key Features:

- Enables a more integrated approach to teaching, learning and assessment.
- Provides an increased facility to ensure that work is pupils' 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.

(Please note this could refer to the exams office of an individual school or college, or to a centralised exams office that covers all controlled assessments within a consortium depending on the local circumstances.)

- Enter learners for all units, whether assessed by controlled assessment internally, or externally assessed, before the awarding body deadline.
- 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 the use of teaching staff and collect/send them to awarding bodies before deadline.

Special education needs coordinator/additional learning support

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

Outlining staff responsibilities – Diploma principal learning-controlled assessment - Senior leadership team, consortium management and lead assessor

- Accountable for the safe and secure conduct of controlled assessment and ensure that it complies with both the JCQ general guidelines and awarding body instructions.
- Ensure procedures are in place to cover requirements for summative assessment – and that these are communicated to all relevant consortium staff.
- Map overall requirements for the year. Resolve any classes/problems arising over the timing or operation of controlled assessments. Also any 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.

Domain assessors, line of learning leads, teaching staff and assessors

- Domain assessors and line of learning leads should decide on awarding body and specifications. (In some cases this might be the responsibility of the consortium lead assessor depending on local circumstances)
- Domain assessors must ensure that assessors understand controlled assessment requirements.
- Domain assessors and/or line of learning leads are responsible for ensuring that assessments tasks meet the requirements of the awarding body specifications, and for applying the relevant control requirements. (for example, by internally checking and approving assessments written by teaching staff and/or assessors, or ensuring they have been approved by the awarding body).
- Understand and comply with the general guidelines contained in the JCQ publication instructions for conducting controlled assessments.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any line of learning, level and unit specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Where appropriate, obtain confidential materials/tasks set by the awarding bodies from the relevant exams office in sufficient time to make preparation for assessments.
- Develop new assessment tasks or contextualize sample awarding body assessment tasks assessments to meet local circumstances, in line with awarding body specifications and control requirements
- Follow the requirements for supervision as set out in the awarding body specification at the specified level of control, only permitting assistance to students as the specification allows.
- Domain assessors need to work the assessors to standardise the marking of internally assessed units for each time of learning.
- Where an assessor will not be supervising the controlled assessment, he or she **must** arrange for a suitable person to do so, in line with the awarding body specification.
- Ensure that learners and assessors sign authentication forms on completion of an assessment.
- Mark assessments according to the mark schemes and guidance provided by the awarding bodies. Submit the marks through the relevant exam office to awarding bodies when required, keeping a record of the marks awarded.
- Retain learners work securely between assessment sessions (if more than one).
- Post-completion, retain learners' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain learner's work securely until the outcome of the enquiry and subsequent appeal has been conveyed to the centre.
- Ask the home centre special educational needs coordinator/additional support for any assistance required for the administration and management of access arrangements.

Head of department/faculty

- Decide on the awarding body and specification for a particular GCSE

White Trees School Controlled Assessment Policy

- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- 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 appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specification's and controlled requirements.

Responsibilities of staff:

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, behind 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 of the year. As part of this resolve:
 - Clashes/problems over timing or operation assessments.
 - Issues arising from the need for 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.

Teaching Staff

- 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.
- 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 always stored securely.
- 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 exam's office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessments sessions (if more than one).

White Trees School Controlled Assessment Policy

- Post-completion retain candidate' work securely until the closing date for enquires about results. If an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

Exams officer

- Enter students for individual units, whether assessed by controlled assessment, external exam, or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for terminal exam series.
- Where confidential materials are directly received by the exam's office, to be responsible for receipt, safe storage, and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for the use of teaching staff and collect/send them to the awarding bodies before deadlines.
- On the few occasions where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

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 researched stage.
2. Medium control – Students can work under informal supervision. This is normally the analysis stage
3. High control – Students complete their tasks under direct supervision throughout. This is the write up stage.

Task Marking:

Task marking has either a high or low 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, White Trees staff will refer to departmental controlled assessments policies when standardising marking.

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