Policy for the management of controlled assessments 2017/18

This policy is reviewed annually to ensure compliance with current regulations

Completed by Exams Manager	Approved by SLT
Date of next review	December 2018

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Staff responsibilities in planning and managing GCSE controlled assessment (legacy GCSE qualifications)

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 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, 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.

- Supply to the exams manager 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.

- 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.

Exams manager

- 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

- Ensure access arrangements have been applied for.

- Work with teaching staff to ensure requirements for support staff are met.

Reviews of marking - Centre assessed marks for GCSE & GCE

Pedmore Technology College is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Pedmore Technology College is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Pedmore Technology College will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

2. Pedmore Technology College will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.

3. Pedmore Technology College will, having received a request for copies of materials, promptly make them available to the candidate.

4. Pedmore Technology College will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

5. Pedmore Technology College will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.

6. Pedmore Technology College will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

7. Pedmore Technology College will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

8. Pedmore Technology College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. Pedmore Technology College will inform the candidate in writing of the outcome of the review of the centre's marking.

10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

PTC School Controlled Assessment Risk Assessment
2017/18

Example risks and issues	Possible remedial action		Staff (*use 'RACI' to determine who should be listed*)
	Forward planning	*Action*	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	Exam Manager to ask Subject Leaders for dates
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	Exams Manager to produce an overview in conjunction with the school calendar.
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	Subject teacher to organise adequate accommodation in conjunction with Attendance Officer who will arrange room changes.

Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Subject teacher to organise adequate facilities in conjunction with Cover leader.

Example risks and issues	Possible remedial action		Staff (*use 'RACI' to determine who should be listed*)
	Forward planning	*Action*	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Subject teacher to organise booking of IT room liaising with Attendance Officer if room changes needed.
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Subject teacher to organise in conjunction with Exams Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Subject teacher to organise in conjunction with Exams Manager.
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject teacher to organise in conjunction with Head of Department. Teacher

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			to advice all staff of arrangements.
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	Students to check assessment dates and inform subject teacher/form teacher of any clashes.

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	*Action*	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assesors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Subject leader is responsible for ensuring teaching staff are informed of correct level of control for assessment.
Supervision			
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		Subject leader is responsible for ensuring teaching staff are informed of correct level of control for assessment and the role of teaching staff in supervising Controlled Assessments.

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| Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are **not** supervising | A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification. | | Teaching staff to liaise with subject leader and Cover Leader. |

Example risks and issues	Possible remedial action		Staff (*use 'RACI' to determine who should be listed*)
	Forward planning	*Action*	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	Subject leader is responsible for ensuring teaching staff are informed of correct task setting arrangements for subject specification.
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Subject leader responsible for organising moderation of work.
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Subject teacher to organise secure storage of Controlled Assessment in conjunction with subject leader. Exams Manager

			to be informed of arrangements.
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	Subject teacher to organise secure storage of Controlled Assessments in conjunction with subject leader. Exams Manager to be informed of arrangements.
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Subject leader to liaise with Exams Manager.

** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff (*use 'RACI' to determine who should be listed*)
	Forward planning	*Action*	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Teaching staff to be responsible for ensuring candidates informed of deadlines. If deadlines not met subject leader informed, who will seek guidance from awarding body on further action in conjunction with Exams Manager.
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	Subject leader is responsible for ensuring teaching staff are informed of correct deadlines for subject specification.
Authentication			
Candidate fails to sign authentification form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject teacher is responsible for organising signing of forms for teaching set.
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Subject leader is responsible for ensuring teaching staff sign authentication forms.

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Example risks and issues	Possible remedial action		Staff (*use 'RACI' to determine who should be listed*)
	Forward planning	*Action*	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	Subject leader responsible for organising appropriate training.
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Subject Leader to organise time for standardisation in conjunction with SLT.