



# **THE PILGRIM SCHOOL**

## **Controlled Assessment**

### **POLICY**

**School Lead: Head teacher**

**Governor Lead: Curriculum and Standards**

**Last reviewed: 10<sup>th</sup> May 2017**

**Date of next review: May 2018**

**Signed by Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_**

**Signed by Chair of Committee: \_\_\_\_\_ Date: \_\_\_\_\_**

# THE PILGRIM SCHOOL

## Controlled Assessment Policy, Academic Year 2016/17

The following policy is based upon three JCQ documents:

- JCQ Instructions for Following Controlled Assessments
- JCQ Outlining Staff Responsibilities
- JCQ Risk Management Process

This policy will not replicate content of these three documents, which can be considered appendices. This policy will instead state how these documents will be applied in The Pilgrim School.

### 1. What is controlled Assessment?

The definition used is compliant with the appropriate section of JCQ Instructions for Following Controlled Assessments.

### 2. Keeping Materials Secure

In The Pilgrim School it is the responsibility of the pupil's Teacher to keep materials secure within their centre in line with the guidance in *JCQ Instructions for Following Controlled Assessments*. If the centre is unable to provide a safe storage area then arrangements should be made for the materials to be stored at Lincoln until required. Candidates' work should also be stored during the assessment process. If there are no places to secure pupil work during the assessment process then the Teacher must take the pupil work away and keep it in a secure location. This is to ensure that pupils cannot work on their controlled assessment outside of permissible hours.

### 3. Task setting

For dual registered pupils the Pilgrim School will implement controlled assessments that have been set by the home school. For singly registered pupils the regulations in JCQ Instructions for Following Controlled Assessments will be followed.

### 4. Task Taking

The guidance in JCQ Instructions for Following Controlled Assessments will be followed. Staff need to be mindful of the level of control which is identified in the assessment. Staff are also responsible for carrying out additional checks on work that is completed on laptops. Candidates will also need to complete an authentication certificate for the work.

### 5. Task Marking

For pupils who are dual registered it is the responsibility of the home school to mark the controlled assessment. It is the responsibility of the Pilgrim School to ensure that the task has been completed under appropriate conditions, authenticated and returned in a prompt way. Singly registered pupils have their work marked and internally standardised in accordance of section 5 of JCQ Instructions for Following Controlled Assessments

### 6. All pupils are subject to candidate malpractice regulations in section 10 of JCQ Instructions for Following Controlled Assessments

7. All staff need to be aware, for both dual and singly registered pupils the published dates for submission of controlled assessment marks.
8. It is the responsibility of the **subject** Teachers to liaise as necessary with the exam boards for external moderation. The **subject** Teacher will need to know the final submission date. They will need to inform the Headteacher and the exams officer of this date. They will need to keep a record of the marks that have been awarded, authentication certificates of the pupil's work and standardisation records. They are also responsible, if necessary, for arranging a moderation visit.
9. **Return of work to centres**  
This will comply with the JCQ Instructions for Following Controlled Assessments
10. **Consortium arrangements**  
The Pilgrim School does not consider itself part of any 14-19 consortium.
11. The school complies with the regulations concerning Externally Assessed Controlled Assessments.
12. **Individual candidates**  
The Pilgrim School considers itself suitable to ensure that it can fulfil the requirements for supervision and authentication of controlled assessments. It is compliant with JCQ Access Arrangements and Special Consideration. If in doubt it is the subject Teacher's responsibility to liaise with the individual subject board about how their controlled assessments for singly registered pupils can be managed.
13. **Access arrangements**  
Pupils should use the access arrangements for their normal way of working in the controlled assessment. All access arrangements are subject to JCQ Instructions for Following Controlled Assessments and JCQ Access, Arrangements, Reasonable Adjustments and Special Consideration
14. **Re-working and re-sitting controlled assessment units**  
This is possible under the guidance of JCQ Instructions for Following Controlled Assessments

## **Outlining staff responsibilities - GCSE controlled assessment**

### **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 subject Teachers 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 for the year. As part of this resolve:

- a) clashes/ problems over the timing or operation of controlled assessments.
- b) 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 Teacher**

- Decide on the awarding body and specification for a particular GCSE.
- 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 contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

### **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 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 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 exams office to the awarding body when required, 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 office staff**

- 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 the terminal exam series.
- 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, and collect and send marksheets 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 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.