



Policies

Controlled Assessment Policy

Signed by
Chair of
Governors

Agreed by the Governing Body on 27th March 2017



HOLMES CHAPEL COMPREHENSIVE SCHOOL

CONTROLLED ASSESSMENT OPERATIONAL POLICY

(This policy has been compiled based on the JCQ example document produced for this purpose.)

Introduction

It is a requirement of the Joint Council for Qualifications (JCQ) that all examination centres have a policy for controlled assessment in place.

This policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessment and is inline with the JCQ guidance produced for this purpose.

1. Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments.
- Ensure assessments comply with the 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 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. (Annex A)

2. Subject Leaders

- Decide on the awarding body and specification for a particular GCSE/A Level.
- 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.
- 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.

3. 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 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 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.

4. Examinations 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 where required.
- **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.

5. Special Educational Needs Coordinator

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

Prepared by: Mrs J Hudson, Data & Marketing Manager

Updated in line with JCQ requirements– appendix added
12/12/17 Mr D Oliver. Agreed at FGB 11/12/17

Approved by the Governing Body



Signature:

Name: Mr J Carr, Chair

Date: 27th March 2017

To be reviewed in 3 years.



Appendix A

Reviews of marking - centre assessed marks at Holmes Chapel Comprehensive School (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Holmes Chapel Comprehensive School & Sixth Form College (HCCS) 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. We are 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. We 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. We 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. We will, having received a request for copies of materials, promptly make them available to the candidate.
4. We will provide candidates 3 working days in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking must be made in writing.
6. We] 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. We 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. We will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's.
10. The outcome of the review of the centre's marking will be made known to the Head of centre and will be logged. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of HCCS] and is not covered by this procedure.