

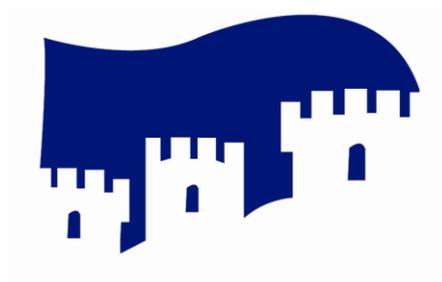
# St James School

## Policy: Controlled Assessment

**Policy Date:** 09/03/2017

**Review Date:** Autumn Term 2019

**Review Committee:**



## **ST JAMES SCHOOL**

### **GCSE Controlled Assessment**

<b>Contents</b>	<b>Page</b>
1. Background	1
2. Policy	2
3. Choice of the awarding body and specification	2
4. Exams Entries	3
5. Timetabling	3
6. The Role of Teaching Staff	3
7. Supervision	4
8. Keeping materials secure	5
9. Authentication Procedures	6
10. Access Arrangements	6
11. Internal appeals	7
12. Related Documents	7

### **1. Background**

From September 2009 revised GCSE specifications have been introduced as part of the 14 -19 education reforms. In the majority of subjects the biggest change is the introduction of Controlled Assessment in place of coursework.

Controlled Assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the awarding body. For most subjects however, work will be marked by the centre and moderated by the awarding body.

- Setting the task.

There are subject-specific requirements for task setting and consequently the tasks may take different forms.

- Task taking.

The level of supervision of the task taking will be detailed in the specification and may be: Formal (highly controlled), Informal (medium level of control) or Limited (low level).

- Task marking.

For most subjects the Controlled Assessment task will be marked internally and moderated by the awarding body, although in some subjects the task will be marked by the awarding body.

Awarding bodies will provide subject-specific guidance and will include exemplars in their specifications.

Controlled Assessment is intended to encourage a more integrated approach to teaching, learning and assessment and enables teachers to confirm that students carried out the work involved. It is designed to take place within the normal teaching timetable, for example in the classroom, lab or workshop. There may be occasions, however, when it is more appropriate or convenient to have all students in a large venue under close supervision, but this will be the exception.

## **2. Policy**

The purpose of this policy is to ensure that all Controlled Assessment work at The School/College is conducted in accordance with the Joint Council for Qualifications (JCQ) publication "*Instructions for Conducting Controlled Assessments*" and any subject-specific instructions issued by the individual awarding bodies. It is the responsibility of each subject leader and exams office personnel within the centre to familiarise themselves with the content of the JCQ publication.

The Head teacher of the school, as Head of Centre, is accountable for the safe and secure conduct of Controlled Assessments and that they comply with the appropriate instructions.

The responsibility for implementing and managing this policy is delegated to the Exams Office staff working together with the SLT and Heads of Department.

## **3. Choice of the awarding body and specification**

Heads of department/subject leaders will be responsible for selecting the most suitable specification. They will also:

- Supply to the Exams Office details of all unit codes for Controlled Assessments.
- Ensure that the overall assessment pattern (controlled and/or external assessment) satisfies the requirements of the awarding body specification.
- Standardize 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.

#### **4. Exams Entries**

The Exams Officer will use information from the Head of Department/ subject leader to enter students for Controlled Assessment before the deadline for final entries.

#### **5. Timetabling**

At the end of the Summer Term, Heads of Departments/subject leaders will submit their proposed schedule of Controlled Assessments for the forthcoming academic year to the Exams Office.

The appropriate member of the SLT will consult and co-ordinate so that a plan of resource requirements will then be produced to meet with the following considerations:

- dates are checked with school calendar to avoid clashes;
- assessments are spaced over the duration of the course and the academic year;
- candidates are allowed time between assessments;
- there are no issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

All staff involved will have a calendar of events at the start of the academic year.

## **6. The Role of Teaching Staff**

All teaching staff who are involved with Controlled Assessment are required to:

- 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.
- 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.

## **7. Supervision**

7.1 Supervision can be:

- Formal (high level of control); or
- Informal (medium level of control); or
- Limited (low level of control)  
as detailed in the specification.

7.1.1 Under **formal supervision** the candidates will be under direct supervision at all times. The use of resources by the candidate and his/her interaction with others will be directed by the awarding body; **in particular access to e-mail, the internet and mobile phones must not be permitted.** Candidates may be required, as an example, to produce an extended piece of work or submit their responses to a series of structured questions under controlled conditions.

Examination conditions, the use of external invigilators and the displaying of the relevant JCQ Notices are not required. However, teachers must ensure that any display material in the teaching environment which might provide assistance is removed or covered.

The School may choose whether or not to use external invigilators depending on the nature of the task, but in any case the supervisor must be aware of the conditions under which the task may be taken and the regulations in relation to the materials candidates may or may not use, as well as being able to confirm the identity of the candidates.

**Candidates must not use a mobile phone or any other electronic communication device during a session which is subject to formal supervision.**

A record must be kept of the date and time of the assessment and the name of the supervisor. The supervisor must take a register of those candidates present and keep a log of any incidents which occur during the course of the assessment.

7.1.2 Under **informal supervision**, the use of resources is not tightly prescribed and group work is normally permitted provided that any assessable outcomes can be attributed to individual candidates. Candidates do not need to be under direct supervision at all times. However, the supervisor must ensure that:

- all candidates participate in the assessment;
- plagiarism does not take place;
- sources used by a candidate are clearly recorded;
- each candidate's preparation for the final production of the work is his/her own.

7.1.3 Under **limited supervision** the requirements are clearly specified by the awarding body and work may be completed without direct supervision. Research or data collection may take place outside of the classroom.

Careful reference must be made to the relevant awarding body's specification which may set certain parameters for teaching staff where limited supervision is to be applied.

Where Controlled Assessment cannot be conducted in the classroom the Head of department will arrange suitable accommodation by consultation and liaison.

## **8. Keeping materials secure**

## 8.1 Assessment tasks

8.1.1 Each awarding body will provide subject specific information on the security levels for Controlled Assessments. This information will typically be found within the teachers' notes or guidance for each specification.

8.1.2 Controlled Assessment materials will normally be made available in one of the following ways:

- as electronic files to download from an awarding body's secure extranet site;
- on a password protected CD which will, in most cases, be sent to the exams office; or
- in a printed form.

Where confidential materials are directly received by the Exams Office, the Exams Officer will be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

8.1.3 The Examinations Officer and Heads of Department/subject leaders will determine appropriate security arrangements and how these are to be applied. The School will ensure that assessment materials, issued by an awarding body, are kept secure throughout the assessment process.

## 8.2 Candidates' work for assessment

8.2.1 Candidates' work for assessment must be stored securely. Work will be stored by subject departments. Where work is stored in the department, the Exams Officer must be provided with full details of the nature and location of the storage. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet. Where there is a practical need, secure storage may be defined as classrooms being locked from the end of one session to the start of the next. This alternative may be implemented on practical grounds given the nature of the assessment or the type of work.

8.2.2 Candidates' assessments not required for moderation purposes must be stored securely until all possible post-results services have been exhausted. Unless stated otherwise, assessments may be returned to candidates after the deadline for enquiries about results for the relevant series has passed or once an enquiry about results and any subsequent appeal has been exhausted.

## **9. Authentication Procedures**

Each candidate is required to sign a declaration before submitting their work to their teacher/assessor for final assessment. This is to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. Ensuring that candidates do so is the responsibility of the teacher/assessor. A mark

of zero should be recorded if candidates cannot confirm the authenticity of work submitted for assessment.

## **10. Access Arrangements**

Departments are responsible for consulting with candidates and the SEN department to ensure that when choosing specifications, candidates are made aware of the skills which they will be required to demonstrate in Controlled Assessments. If they choose a specification where they will not be able to demonstrate attainment in all parts of the assessment, they may not be able to gain all of the available credit.

The Exams Office and the SEN department will liaise to request that awarding bodies agree arrangements so that candidates with particular requirements can access the assessment(s).

Where Controlled Assessments are internally marked teachers must ensure that credit is given only for those skills demonstrated by the candidate working independently and that access arrangements do not undermine the integrity of the qualification.

The Special Educational Needs Coordinator will work with the Exams Officer and teaching staff to ensure requirements for support staff are met.

## **11. Internal appeals**

The Exams Officer will create, publish and update an internal appeals policy for Controlled Assessments.

## **12. Related Documents**

JCQ publication *Instructions for Conducting Controlled Assessments*,  
 JCQ publication *General Regulations for Approved Centres*,  
 JCQ publication *Instructions for Conducting Coursework*,

These documents may be found on the JCQ website:

[http://www.jcq.org.uk/exams\\_office/controlledassessments/](http://www.jcq.org.uk/exams_office/controlledassessments/)

[http://www.jcq.org.uk/exams\\_office/general\\_regulations/](http://www.jcq.org.uk/exams_office/general_regulations/)

[http://www.jcq.org.uk/exams\\_office/coursework/](http://www.jcq.org.uk/exams_office/coursework/)

JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*,

[http://www.jcq.org.uk/exams\\_office/access-arrangements/](http://www.jcq.org.uk/exams_office/access-arrangements/).

Declaration of Authentication – Controlled Assessments	Appendix 1
Notice to Candidates – Controlled Assessments	Appendix 2
The School/College Internal Appeals Policy	Appendix 3

**APPENDIX 1**

**Declaration of Authentication – Controlled Assessments**

Each candidate is required to sign a declaration, before submitting their work to their subject teachers/assessors, stating that the work is their own and that any assistance given and/or sources used have been acknowledged. **Ensuring that they do so is the responsibility of centres.**

Awarding bodies may issue Declaration of Authentication forms to centres, which will replicate some or all of the wording detailed below. Alternatively, the following text may be used as guidance by those centres who wish to create their own documentation.

*The work you submit for assessment must be your own.*

***If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.***

**Declaration by candidate**

*I have read and understood the **Notice to Candidates (GCSE and Principal Learning: Controlled Assessments)**. I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.*

**Candidate's name:**.....

**Candidate's signature:**.....**Date:**.....

**Declaration by teacher**

*I confirm that:*

- 1. the candidate's work was conducted under the conditions laid out by the specification;*
- 2. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.*

**Teacher's name:**.....

**Teacher's signature**.....**Date:**.....

## APPENDIX 2

**This notice has been produced on behalf of:**

**AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC**

### **Notice to Candidates**

#### **GCSE and Principal Learning: Controlled Assessments**

**This notice tells you about some things that you must, and must not, do when you are completing your work.**

**Before you submit any work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.**

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

Controlled Assessment will provide you with an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

**The regulations state that:**

**“the work which you submit for assessment must be your own”;**

**“you must not copy from someone else or allow another candidate to copy from you”.**

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:

<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>, downloaded 12 February 2010.

You may be required to include a bibliography at the end of your work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications which you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) “Mary, Queen of Scots”, London: Weston Press.

**If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating.**

### **Preparing your work — good practice**

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide and assist you — showing them your work as it progresses will allow you and your teacher time to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from online essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

### **Plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### **Penalties for breaking the regulations**

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for that examination series;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

**REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK**

**APPENDIX 3****POLICY ON INTERNAL ASSESSMENTS FOR EXTERNAL QUALIFICATIONS**

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, The School/College is committed to ensuring that:

- internal assessments are conducted by members of staff who have the appropriate knowledge, understanding and skills;
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;
- the consistency of the internal assessment is secured through internal standardisation as necessary;
- the staff who are responsible for internal standardisation have attended any compulsory training sessions

**Written appeals procedure**

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the College concerning internal assessment:

- the appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgement themselves; you cannot appeal against the mark or grade only the procedures used
- the parent or guardian must make the appeal in writing to The School/College's Examinations Officer: *appeals should normally be made by 30<sup>th</sup> April for examinations in the summer series. This deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time;*
- the enquiry into the internal process will normally be led by the Examinations Officer and the *Head of Sixth Form*, provided that neither has played any part in the original internal assessment process;
- the teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the *person responsible for making the appeal* ;
- the enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The *person responsible for making the appeal* will be informed in writing of the outcome of the appeal, including:

- relevant communications with the Awarding Body;
- any steps taken to further protect the interest of the candidates.

If the *person responsible for making the appeal* is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the *Principal and a member of the Governing body (?)*

**Enquiries About Results (Re-marks)**

In cases of Enquiries About Results, where the College does not uphold a request for such an enquiry, the student may normally pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

**Note:**

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body. Appeals against matters outside the College's control will not be considered in the College's appeals procedure.