

RATHMORE GRAMMAR SCHOOL

GCSE CONTROLLED ASSESSMENT POLICY

Controlled Assessment is internal assessment which has replaced GCSE coursework since September 2010. It was introduced to address some of the issues associated with coursework, such as plagiarism and parental assistance. It is normally marked by the centre and subsequently moderated by the Awarding Body, usually CCEA.

It is an important element of all GCSE courses except Mathematics, Geography, Modern Languages, History and Religious Studies in Year 12 for the academic year 2018-2019.

With the introduction of the new GCSE specifications for first teaching in September 2017 the rationale for controlled assessment has been reviewed by the examining bodies. Based on the findings from this review the following principles now apply to the Revised GCSE qualifications:

1. Non-exam assessment should be used only when it is the only valid way to assess essential elements of the subject.
2. Non-exam assessment must strike a balance between the valid assessment of essential knowledge and skills, sound assessment practice and manageability.
3. Any non-exam assessment arrangements should be designed to fit the requirements of the particular subject, including the relative weighting of written exams and other components.
4. Non-exam assessment should be designed so that the qualification is not easily distorted by external pressures.

Consequently, controlled assessment has been removed from a number of subjects but remains relevant for: Art and Design, Business Studies, Computer Science, Digital Technology, Drama, English Language, English Literature, Food and Nutrition, Music, Physical Education, and Technology and Design.

The control levels (High, Medium or Low) are set by the Awarding Body for each stage of the assessment process.

Aims

1. To identify the procedures required for the conduct of Controlled Assessment;
2. To ensure that the school complies with all guidance from JCQ and Awarding Bodies;
3. To establish the responsibilities of staff, pupils and parents in the process.

Roles and Responsibilities

The Vice-Principal, working with the Senior Teacher (Curriculum), will:

- ensure, on behalf of the Principal, that each department carries out Controlled Assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);
- ensure that subject heads adhere to procedures for setting, taking and marking the tasks as appropriate to their subject specification and publish these in their departmental handbook;
- co-ordinate with Heads of Departments a programme for Controlled Assessment to take place throughout years 11 and 12, ensuring that pupils are not overburdened at any particular time of the year;
- ensure, with Heads of Departments and Heads of Year 11 and 12, that parents / pupils are aware of key dates in the Controlled Assessment programme and that the parents / pupils are aware of the requirements for Controlled Assessment, including the JCQ *Information for Candidates* document.

Heads of Departments will:

- manage the Controlled Assessment programme in their department in accordance with JCQ, Awarding Body and subject - specific requirements and guidance;

- ensure that all teachers in their department are familiar with the contemporary JCQ document *Instructions for conducting controlled assessments* and the Awarding Body's subject-specific instructions and that they understand their roles and responsibilities in accordance with the relevant documents and guidance;
- in particular, Heads of Department should ensure that all teachers fully understand the significance of the different levels of control applied to individual sections of the Controlled Assessment task;
- where appropriate, ensure that all teachers comply with the Awarding Body's regulations regarding the provision of general rather than specific, detailed feedback during the preparation for writing stage of the task;
- where appropriate, ensure that all teachers comply with the Awarding Body's regulations regarding the type and nature of candidates' notes or plans which may, in some subjects, be brought into the final writing-up stage of the task;
- ensure that all confidential materials, together with candidates' work, are stored securely at all times;
- liaise with the SENCO concerning any assistance required for the administration and management of access arrangements and / or extra time requirements;
- ensure that a log is kept which contains the date and time of each assessment, the names of teachers involved, a list of candidates present, a list of absent candidates, and a log of any incidents that took place during the Controlled Assessment;
- ensure that teachers issue the provisional marks of Controlled Assessments to their pupils making it clear that these marks are subject to change after standardisation within the department and moderation by the Awarding Body;
- ensure that the marking of candidates' work is standardised across the department as required and ensure that documentary evidence is retained from all standardisation exercises;

- ensure that there is an explicit, contemporary policy on the implementation of Controlled Assessment in the departmental handbook and that appropriate staff training takes place as and where necessary.

Subject Teachers will:

- comply with the guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*;
- be familiar with and comply with Awarding Body general and subject-specific requirements for conducting Controlled Assessments;
- ensure that pupils know when the task will take place, the duration and objectives of the task, the assessment criteria they are expected to meet and the skills they are expected to demonstrate;
- at the start of each assessment session remind pupils of the requirement to have mobile phones etc. turned off and ensure that the pupils are aware of the level of control required for that particular session;
- supervise assessments at the **specified level of control**;
- ensure that all materials, including pupils' work, are securely stored;
- where appropriate, comply with the Awarding Body's regulations regarding the provision of general rather than specific, detailed feedback during the preparation for the writing stage of the task;
- where appropriate, comply with the Awarding Body's regulations regarding the type and nature of candidates' notes or plans which may, in some subjects, be brought into the final writing-up stage of the task;
- take sensible precautions with regard to the security of pupils' work taken home to mark;
- mark internally assessed components as required, using the Awarding Body mark schemes and carry out any associated administration concerning the recording of marks as required;
- ensure that authentication forms are completed and securely stored;

- inform pupils of their assessment marks and make them aware that these could be changed subject to standardisation within the department and further moderation by the Examining Body.
- take part in any standardisation of marking meetings within the department as required;

The Examinations Co-ordinator will:

- enter, or ensure that Heads of Department / subject teachers have entered pupils for the appropriate units within the timescales specified;
- ensure that all appropriate administrative tasks including the receipt, storage and distribution of confidential examination documents and other necessary documents take place;

The SENCO will:

- ensure that access arrangements have been applied for;
- work with teaching staff to facilitate access arrangements.

The Principal will:

- report to the Awarding Body all instances of suspected or actual malpractice;
- supervise, or delegate the supervision of all investigations resulting from an allegation of malpractice.

Responsibility of parents:

- Parents should ensure that their child is in school, and as well prepared as possible, for the preparation and carrying out of Controlled Assessment tasks, excepting legitimate absence.
- Parents should have discussed the implications of the JCQ *Information for candidates* document with their child and should be sure that he / she is aware of all the issues raised by this document.

Controlled Assessment – absences

If a candidate is ill and misses any element of the Controlled Assessment, whether it be task-setting or task-taking, the classroom teacher, in consultation with the HOD, will make reasonable arrangements for the candidate to make up the session or sessions missed. Due to time constraints and practical considerations it may not be possible to allocate the complete amount of time missed. In cases of prolonged illness, it may, in some subjects, be possible to accept a reduced quantity of work without penalty as long as all of the assessment objectives have been covered at least once. This will not be possible if the specification requires only one piece of work. Where several pieces of work are required, the reduction will be accepted only if those pieces satisfy the assessment criteria.

Pupils who wish to re-do their submission of a Controlled Assessment before the marks have been sent to the awarding body may do so, **at the discretion of the subject department**, under the following conditions:

- Where the work presented for assessment has to be carried out under formal supervision, any pupil re-doing this work must undertake a different task, which must be undertaken in a new period of formal supervision. Given the amount of class time required to carry out a Controlled Assessment task from introduction to completion it will normally not be possible for any department to put this into practice.
- Where the work presented for assessment has to be carried out under informal supervision, pupils may make amendments to it in the light of feedback from their teacher, provided this feedback is in line with the requirements of the specification.

Pupils will not be allowed to make amendments after the work has been submitted for final assessment by the teacher.

Clashes With Other Events

Where a conflict of interest occurs, the need for completion of Controlled Assessment should take precedence over another activity but the class teacher remains the most appropriate person to make each decision regarding individual pupils. Where a student is seeking release from class for any other activity when Controlled Assessment work is being done, such a release will be entirely at the discretion of the subject teacher.

Monitoring and Evaluation

This policy will be monitored on behalf of the Board of Governors by the Principal and Senior Leadership Team. It should be read in conjunction with The School Examinations Policy and Assessment Policy.

Controlled Assessment Appeals

Background

Controlled Assessment is completed, in school, under exam conditions. The work is normally marked by the teacher and the marking has to go through a rigorous checking process before a final mark can be awarded. Where possible one member of a department will be enabled to attend an Agreement Trial in order to feedback relevant information and guidance. The final mark is awarded by the Awarding Body.

The Marking Process – Moderation and Standardisation

Awarding Bodies have established a marking process to ensure that the marking of candidates' scripts is fair and equitable across all exam centres. This has three elements: the teacher, the school department and the Awarding Body.

Teachers are provided with detailed mark-schemes and assessment criteria, including guidance on how to allocate a candidate's work to a specific mark band. The HOD should ensure that the teachers within their department have a consistent and accurate understanding of the criteria and support materials before these are then applied by the teachers to the pupils' work.

As outlined on page 3 of this policy the teacher can then:

inform pupils of their assessment marks and make them aware that these could be changed subject to standardisation within the department and further moderation by the Examining Body.

The next stage is that the individual teacher's marks are scrutinised within the department. This 'standardisation' usually takes place in March/April of Yr12. The Head of Department requires each teacher to supply a random sample of candidates' work across a range of top, middle, and bottom candidates. These samples are then marked by the other teachers within the department. The scripts are anonymous and the standardising teachers are not aware of the original mark on the script. If a teacher's marking is considered too lenient or too harsh then the teacher may be asked to adjust all the marks for their class accordingly.

The third stage of the process is 'moderation' by the Awarding Body. The school department is asked for a random sample of folders and these are sent to the Awarding Body to be marked by their moderating examiners. If the marks of a centre are considered to be too lenient or too harsh then the marks for the entire centre, for that subject, may be adjusted up or down. The Awarding Body then issues the final marks for the Controlled Assessment Units.

Candidates' work, therefore, goes through a rigorous process of standardisation and moderation both inside and outside school.

Internal School Appeals

It is hoped that the concerns of parents and candidates can be dealt with in discussion with the teacher. In the event that they are not the following process applies.

1. Candidates will be issued with a full set of their provisional marks by their teacher.
2. Candidates or parents can ask the teacher to look again at the mark.
3. If this does not resolve the issue, then the candidate or their parent can formally write to the HOD asking to avail of the internal appeals process.
4. The candidate's work will then form part of the internal standardisation process that usually takes place in late March/ early April. At this point candidates and parents should be aware that marks can be adjusted down as well as up.
5. Candidates and parents will be informed of the result of this procedure.
6. If there is still no resolution of the issue then the next stage will be a formal hearing involving the candidate and his/her parent or guardian and a panel established by the school to include two senior members of staff or a member of the Board of Governors, these latter members of the panel should not have been involved in the earlier appeals process. The school will endeavour to hold such hearings before the marks are sent to the Awarding Body. At this point the candidate will be entitled to a copy of his / her scripts and the assessment comments of the teacher and any report from the standardisation meeting. This will be supplied to them at a reasonable time before the hearing.
7. A written record of the appeal and the result should be forwarded to the candidate within one week of the hearing.
8. The Awarding Body should be informed of any adjustment to the mark and the reasons for it as soon as possible.

JCQ (the Joint Council for Qualifications) acting on behalf of the examination boards AQA, CCEA, Edexcel, OCR and WJEC have produced a document which describes what candidates must and must not do when completing a controlled assessment. This document is available at the link below:

<http://www.jcq.uk/Download/exams-office/information-for-candidates-documents/information-for-candidates-controlled-assessments>