



THOMAS ALLEYNE'S HIGH SCHOOL
UTTOXETER

CONTROLLED
ASSESSMENTS
POLICY

2018/2019

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Managing and Resources Committee 01.05.2018	
Date of next review	April 2019

Definition

Controlled Assessment is a form of internal assessment which replaces coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with their exam specification.

Staff Responsibilities

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.

Heads of Department

- 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 bodies specification and are familiar with the relevant teacher notes, and any other subject specific instructions.
- 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.
- 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.
- Coordinate with senior leadership team to schedule controlled assessments where appropriate.

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 entry unit codes for controlled assessments.
- 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 SEND Co-ordinator 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.

SEN Co-ordinator/additional learning support

- Ensure access arrangements have been applied for.
- Provide assistance to teaching staff required for administration of access arrangements.

Controlled Assessment Risk Management Process – Thomas Alleyne’s High School

Example risks and issues	Possible remedial action		Staff
	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	HODs
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 some time between assessments	HODs
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	HODs
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Ensure that candidate numbers are confined to facilities available.	HODs
Task Setting and Timings			
Candidates have completed the wrong task	Careful planning ahead of tasks, and check on awarding body website for information	Immediately contact the awarding body for advice.	HODs and subject staff. EO
Staff not strictly adhered to time allocation.	Careful planning ahead of tasks, and use of log sheets if applicable	Immediately contact the awarding body for advice	HODs and subject staff. EO
Student work lost/misplaced	Each department has secure storage to return work to after each session. Staff taking work home to mark must take sensible precautions regarding security.	Complete JCQ form and send to awarding body	HODs and subject staff. EO