

Controlled Assessment Policy



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Controlled Assessment Policy – Specific Qualifications (Functional skills)

DEFINITION

Controlled assessment is a form of internal assessment which replaces GCSE 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 task set in accordance with their exam specification.

Controlled assessment applies control over internal assessment at three points: task setting, task taking and task marking. Three levels of control apply - high, medium and low.

RESPONSIBILITIES

Senior Leadership Team

1. Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
2. During the period from September to November, begin coordinating with the Subject leads to schedule controlled assessments. (spreading them out through KS4)
3. 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, parents and students have a calendar of events.

Subject Leaders

1. Decide on the awarding body and specification for a particular qualification.
2. Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certified, to satisfy the terminal assessment requirements in accordance with the awarding body specification.
3. Supply to the exam's office details of all unit codes for controlled assessments.
4. Standardise internally the marking of all teachers involved in assessing an internally assessed component.
5. Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
6. 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.
7. Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
8. Detail timing of assessments and resource needs to SLT in the summer of each year and ensure that students and parents are aware of the dates.
9. Be familiar with JCQ instructions for conducting controlled assessments and other related JCQ documents.
10. In collaboration with the examinations officer and teachers, make appropriate arrangements for the security of controlled assessments.
11. In collaboration with the exams officer, submit controlled assessment marks to the relevant awarding body and dispatch assessments for moderation.

Teaching staff

1. Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
2. 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.
3. Obtain confidential materials/tasks set by the awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
4. Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
5. Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
6. Mark internally assessed components using the marks schemes provided by the awarding body. Submit marks through the exam's office to the awarding body when required, keeping a record of the marks awarded.
7. Retain candidates' work (paper and electronic) securely between assessment sessions (if more than one).
8. 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.
9. Ask the exams officer for any assistance required for the administration and management of access arrangements.

Exams Officer and associated staff

1. Be familiar with JCQ instructions for conducting controlled assessment and other related JCQ documents.
2. Be familiar with general instructions relating to controlled assessment from each relevant GCSE awarding body.
3. Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
4. Enter students' 'cash-in' codes for the terminal exam series.
5. Where confidential materials are directly received by the exam's office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
6. Download and distribute mark sheets for teaching staff to use and collect and send mark sheets to awarding bodies before deadlines.
7. 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.
8. Ensure access arrangements have been applied for.
9. Work with teaching staff to ensure requirements for support staff are met in relation to access arrangements.

TASK SETTING

In accordance with specific award body guidelines, teacher will be responsible for the selection of controlled assessment tasks from an approved list or setting up a centre specific task. Subject teacher will ensure that students understand the assessment criteria for any given task.

Task Taking

Controlled assessments will be undertaken with three levels of supervision:

- Formal (high level of control)
- Informal (medium level of control)
- Limited (low level of control)

Teachers in charge of a subject will be responsible for ensuring that an appropriate level of supervision is in place for each part of the assessment task. Levels of supervision are clearly outlined in each subject specification.

At this school, formal supervision means:

- Candidates will be under direct supervision at all times - in most cases, supervision will be undertaken by the class teacher.
- Use of resources and interaction with others will be limited to what has been specified by the awarding body.
- Tasks will be undertaken during normal timetabled lessons in the usual teaching base.
- Use of mobile phones and internet/email access will be prohibited.
- If candidates have to use electronic storage devices for their assessment work or related resources, appropriate checks will be made to ensure only permitted material is accessible (see ICT Support)
- Subject specific display materials with direct relevance to an assessment task will be covered.
- A **record will be kept of the time and date** of each assessment together with the name of the supervisor(s) and **all students present** for the assessment session(s).
- A separate record of any incidents which occur during assessments will also be kept.

At this school, informal supervision means:

- Interaction with others, including group work, is permitted.
- The level of supervision applied ensures that the school can confirm that plagiarism has not taken place and preparation for a final/formal assessment is the candidate's own work.
- Sources used by the candidate are clearly recorded.

At this school, limited supervision means:

- Some aspects of the work may be undertaken completely without supervision/outside the classroom - this may include research and data collection.
- Class teachers will make close reference to the relevant awarding body's specifications when applying limited supervision.

TASK AUTHENTICATION AND MARKING

Before assessment tasks are submitted, candidates will be required to sign a declaration confirming that the work is their own and that assistance given/sources used have been acknowledged.

Class teachers responsible for supervising and marking controlled assessments are also required to sign a declaration confirming that candidates have completed work under the appropriate conditions, and they are satisfied the work has been produced solely by the candidate.

The school will use the JCQ declaration of authentication for controlled assessments or a similar document provided by the relevant awarding body. If either the candidate or the assessor is unable to sign this declaration, zero marks will be awarded for the assessment task. If candidate malpractice is suspected, this will be referred to the relevant subject teacher and Examinations Officer who will follow the guidance set out in the JCQ Instructions for controlled assessment.

Internally assessed tasks will be marked by the class teacher according to the requirements of the subject specification. Work will be annotated in accordance to subject specific requirements.

Internal standardisation will be completed before external moderation to ensure all work has been marked to the same standard.

If a teacher teaches his/her own child, this will be declared as a conflict of interest and assessment work will be sent to the moderator whether it has been requested as part of the sample or not.

FACTORS AFFECTING INDIVIDUAL CANDIDATES

If a candidate misses part of a controlled assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Assessments will be agreed according to the published JCQ guidance on Access Arrangements. This will be coordinated by the Exams Officer.

Review record

Reviewed by	Date reviewed	Summary of changes made