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| **CONTROLLED**  **ACADEMIC**  ASSESSMENT POLICY |

**2022/2023**

This policy will be kept up to date and will be reviewed once per year as part of the company’s Quality Assurance arrangements.

**Date of Approval**

22nd June 2022

**Controlled Assessment Policy**

**Introduction**

This policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessments.

A risk assessment (included) examines potential risks and issues relating to the implementation of controlled assessments for all qualifications and how these can be managed and mitigated through forward planning and remedial actions.

**Head of School**

* Ensure the safe and secure conduct of controlled assessments.
* Ensure assessments comply with JCQ 2019/20 guidelines and awarding bodies’ subject-specific instructions.
* In the summer term, assess the need to and viability of coordinating with Teachers to schedule controlled assessments.
* Schedule resource management requirements for the year to ensure there are no clashes/ problems over the timing or operation of controlled assessments; or issues arising from the need for facilities
* Ensure that, if necessary, controlled assessment is booked on the calendar and all staff has access to the calendar.
* Decide on the awarding body and specification for each qualification.
* Create, publish and update an internal appeals policy for controlled assessments.
* Implement and adhere to Accessibility Plan, to ensure SEND Pupil are not disadvantaged.

**Deputy Head**

* Supply to the Exams Office details of all unit codes for controlled assessments.
* 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 body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
* 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.
* Ensure that the teaching team has access to secure storage facilities for all controlled assessments. It is best practice that this facility should not be in a classroom and should be in a cabinet or cupboard which is kept locked.
* Supply to the exams officer details of all unit codes for controlled assessments.

**Teaching Team**

* 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 Pupils as the specification allows.
* Ensure that Pupils 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.
* Inform Pupils of their marks which could be subject to change by the awarding body moderation process.
* Retain Pupils work securely between assessments sessions (if more than one).
* After completion, retain Pupils work securely until the closing date for enquiries about results. If an enquiry is submitted, retain Pupils work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
* Ensure through liaison with the Pastoral Tutor that any assistance required for the administration and management of access arrangements is provided.
* Liaise with Pastoral Tutor to ensure Accessibility Plan is complied with.

**Examining Officer**

* Enter Pupils for individual units/exams, whether assessed by controlled assessment, external exam or on-screen test and certification codes before the deadline for final entries.
* 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.
* 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 Head of School.

**Special Educational Needs Staff**

* Ensure access arrangements have been applied for SEND Pupils.
* Work with teaching staff to ensure access arrangements are implemented appropriately so that all Pupils have fair access to controlled assessment, according to the Accessibility Plan.

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| **RISK MANAGEMENT PROCESS** | | | |
| **Risks and Issues** | **Forward Planning** | **Action** | **Staff Responsible** |
| **Timetabling** |  |  |  |
| Assessment schedule clashes with other activities | Plan curriculum well ahead (e.g. start of academic year) for all subjects. | Plan dates in consultation with calendar – negotiate with other parties. | Exams Office, Teachers. |
| Too many assessments close together across subjects. | Plan assessments so they are spaced over the duration of the course. | Space assessments to at least allow Pupils sometime between assessments. | Exams Office, Teachers. |
| **Accommodation** |  |  |  |
| Insufficient space in classrooms for Pupils | 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. | Teachers |
| Insufficient facilities for all Pupils | Careful planning ahead and booking of rooms / centre facilities. | Use SOW/plans to establish where needs are. | Teachers |
| **Downloading Awarding Body Set Tasks** |  |  |  |
| IT system unavailable on day of assessment | Download tasks well ahead of scheduled assessment date in all cases. Complete trials and prompt Superfast IT | Book IT equipment well ahead and download tasks before scheduled date of assessment. | Teachers |
| Teaching staff unable to access task details | Test secure access rights ahead of controlled assessment schedule every year and every session. | Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time. | Teachers |
| Validity of assessment | Check task validity date. | Make sure task is still valid for the year of entry of the unit. | Teachers |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date. | Report loss to awarding body for replacement; download again. | Teachers |

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| **Risks and Issues** | **Forward Planning** | **Action** | **Staff Responsible** |
| **Absent Pupils** |  |  |  |
| Pupils absent for all or part of assessment (various reasons) | Plan alternative session(s) for Pupils. | Identify additional session days in planning. | Teachers |
| Pupils have a scheduling clash for exams or assessment | Always consider Pupil timetables well ahead and decide on priorities in advance to scheduling clashes | Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes. N.B. retakes of controlled assessment are limited and Teachers must check validity dates. | Teachers |
| **Control Levels for Task Taking** |  |  |  |
| Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration) | Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required. | Seek guidance from the awarding body | Teachers |
| **Supervision** |  |  |  |
| Pupil study diary/plan not provided or completed. (Not all controlled assessment will require the completion of a study diary or study plans.) | Ensure teaching staff are aware of the need for study diary/plans to be completed early in course. | Ensure Pupils start, continue and complete study diary/plans that are signed after every session. | Teachers |
| Teaching staff do not understand supervision of controlled assessment is their responsibility | Ensure teaching staff understand nature of controlled assessments and their role in supervision. | Provide training on controlled assessment responsibilities/processes. | Teachers |
| Suitable supervisor has not been arranged for an assessment where teaching staff are not supervising | A suitable supervisor must be arranged for any controlled assessment where a teacher is not supervising, in line with the awarding body specification. | Have alternative supervisor in place. | Teachers in liaison with Exams Office |

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| **Risks and Issues** | **Forward Planning** | **Action** | **Staff Responsible** |
| **Task Setting** |  |  |  |
| Teaching staff fail to correctly set tasks | Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification. (All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.) | Seek guidance from the awarding body. | Teachers |
| Assessments have not been moderated as required in the awarding body specification. | Check specification and plan required moderation appropriately. | Undertake checks throughout year on moderation process. | Teachers |
| **Security of Materials** |  |  |  |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security. | Request/obtain different assessment tasks. | Teachers |
| Pupils’ work not kept secure during or after assessment | Define appropriate level of security, in line with awarding body requirements, for each department as necessary. | Take materials to secure storage. | Teachers |
| Insufficient or insecure storage space | Look at provision for suitable secure storage early in the course. | Find alternative spaces. | Teachers |
| **Deadlines** |  |  |  |
| Deadlines not met by Pupils | Ensure all Pupils are briefed on deadlines/penalties for not meeting them. | Mark what Pupils have produced by deadline and seek guidance from awarding body on further action. | Teachers |
| Deadlines for marking and/or paperwork not met by teaching staff. | Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of Awarding Body deadlines. | Seek guidance from awarding body | Teachers |

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| **Risks and Issues** | **Forward Planning** | **Action** | **Staff Responsible** |
| **Authentication** |  |  |  |
| Pupil fails to sign authentication form | Ensure all Pupils have authentication forms to sign and attach to work when it is completed before handing in. | Find Pupil and ensure form is signed. | Teachers |
| Teaching staff fail to complete authentication forms or leave before completing authentication | Ensure teaching staff understand importance of authentication forms and the requirement of a signature. | Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season. | Teachers |
| **Marking** |  |  |  |
| Teaching staff interpret marking descriptions incorrectly | Descriptions incorrectly Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase. | Arrange for remarking. Consult awarding body specification for appropriate procedure. | Teachers |
| Centre does not run standardisation activity as required by the awarding body | Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted. | Check with the awarding body whether a later standardisation event can be arranged. | Teachers |