



THE COLNE

COMMUNITY SCHOOL & COLLEGE

Controlled Assessment Policy 2022/2023

Approved	LGC	Autumn Term 2022
Review Cycle	LGC	Annually

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Outlining staff responsibilities - GCSE controlled assessment

Senior Leadership Team:

- Must be accountable for the safe and secure conduct of controlled assessments. Assessments must comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Prior to the start of an academic year, SLT (currently INI) must coordinate with subject leaders to schedule controlled assessments.
- Must be responsible for resolving:
 - clashes/ problems with the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Must ensure that controlled assessments are clearly marked on the school calendar and all staff members are made aware that controlled assessments take precedence over any other activity.

Subject Leaders:

- Must decide on the awarding body and specification for a particular GCSE.
- Must make the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* available to all staff in the faculty.
- Must 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.
- Must standardise, internally, the marking of all teachers involved in assessing an internally assessed component.
- Must ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Must ensure that members of staff are storing candidates' work securely between assessment sessions (if more than one). Where appropriate, subject leaders should implement a system to allow for this.
- Must 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.
- Must, where necessary, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Must supply all unit codes for controlled assessments and relevant entries to the exams officer.
- Must submit marks, through themselves or the exams officer, to the awarding body when required, keeping a record of the marks awarded.
- Post-completion, subject leaders must retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, the subject leader must retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Must liaise with the appropriate special educational needs coordinator (currently KPO) for any assistance required in the administration and management of access arrangements.

Teaching Staff:

- Must familiarise themselves and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Must 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.
- Must 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.
- Must supervise assessments (at the specified level of control), only permitting assistance to students as the specification and regulations allow.
- Must ensure that they sign authentication forms on completion of an assessment.
- Must ensure that students sign authentication forms on completion of an assessment.
- Must mark assessed components using the mark schemes provided by the awarding body and standardisation materials and guidance issued by their head of faculty.
- Must retain candidates' work securely between assessment sessions (if more than one).
- Must ensure they are aware of and implement any access arrangements in place for the students they teach, sitting controlled assessments.

Exams Officer:

- Must enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Where confidential materials are directly received by the exams office, the exams officer (currently HWI) is to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Must download and distribute mark sheets for subject leaders to use.
- Must collect and send mark sheets to awarding bodies before deadlines.

Special Educational Needs Coordinator/Additional Learning Support:

- Must ensure access arrangements have been applied for (currently CFO, BPO and MST)
- Must work with teaching staff to ensure requirements for support staff are met; where students have 1:1 supervision in the form of a scribe or reader this meets invigilation needs.

Risks and Issues	Possible Remedial Action		Staff Responsible
	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	Subject Leader
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 sometime between assessments	Subject Leader
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	Class Teacher
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Class Teacher
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Subject Leader/Class Teacher
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Subject Leader to check with IT for all departmental staff
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Subject Leader/Class Teacher
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Class Teacher
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate 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	Subject Leader/Class Teacher

Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Subject Leader
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject Leader
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		Subject Leader
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		Subject Leader/Class Teacher

* Not all controlled assessments will require the completion of a study diary or study plans

Risks and Issues	Possible remedial action		Staff Responsible
	Forward planning	Action	
Task setting ** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	Subject Leader
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Subject Leader
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Subject Leader/Class Teacher
Candidates' 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	Subject Leader/Class Teacher

Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces (NOT EXAMS OFFICE)	Subject Leader/Class Teacher
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from the awarding body on further action.	Class Teacher
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors 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 AB deadlines	Seek guidance from awarding body	Subject Leader
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Class Teacher
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors 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	Subject Leader
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practising of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	Subject Leader
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.	Subject Leader