

Ballyclare Secondary School



Management of GCSE Controlled Assessment Tasks

“Every child deserves a rewarding educational experience.”

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Rationale

Controlled Assessment refers to Teacher Assessed Components which have replaced coursework at GCSE level. It is used for those aspects of a subject which cannot readily be assessed by an external examination, for example:

- undertaking research and gathering, selecting and organising materials and information;
- planning investigations;
- carrying out investigations and/or tasks;
- performance and production skills;
- working with others and devising creative approaches;
- extracting and interpreting information from a range of sources;
- selecting and applying tactics, strategies and compositional ideas;
- taking informed and responsible action;
- analysis and evaluation of processes and products;
- presenting ideas and arguments supported by evidence.

There are three stages in controlled assessment:

- Task-setting;
- Task-taking;
- Task-marking.

The 'level of control' for each stage of assessment is specified – as high, medium or low – to ensure reliability and authenticity and to make assessments more manageable for teachers and students. The levels of control determine who sets the assessment, the conditions for carrying out the assessment and who marks the assessment. Teachers should consult awarding body specifications to find out the details of each controlled assessment and how the controls are applied.

Aims of the Policy

The aims of this policy are:

- To ensure that all relevant staff are fully informed about the procedures relating to Controlled Assessment and that their roles and responsibilities are clearly defined.
- To ensure that pupils are given the opportunity to maximise their performance through the production of their controlled assessments.

Roles and responsibilities

1. 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.

- At the start of the academic year, begin co-ordinating with Heads of Department to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of Key Stage 4 ie: Years 11 and 12).
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/problems over the timing or operation of CA tasks
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.

2. Heads of Department

- Decide on the awarding body and specification for a particular GCSE.
- supply the Examinations Officer with details of all unit codes for Controlled Assessments;
- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Ensure that at least 40% of overall assessment is taken in the exam series in which the qualification is certified, satisfies 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 the most up-to-date candidate record sheets are downloaded and distributed to the teaching staff
- 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.
- On the few occasions where controlled assessment cannot be carried out in the classroom, liaise with SLT to arrange suitable accommodation;
- Supply the Examinations Officer with information regarding absences, illnesses or any other special circumstance relating to the taking of a Controlled Assessment task.

3. Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication '*Instructions for Conducting Controlled Assessments*' (available in Collective Documents).
- 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 and kept locked at all times.
- 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 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 Special Educational Needs Coordinator (SENCO) for any assistance required for the administration and management of access arrangements.
- Forward information to the Head of Department regarding partial absence or special considerations.

4. Exams Officer

- 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
- Apply for Special Considerations at the end of the series, where appropriate.

5. Special Educational Needs Co-ordinator/Additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Controlled Assessment Tasks

Task Setting

In accordance with specific GCSE awarding body guidelines, Subject Leaders / Teacher in Charge of Subject will be responsible for the selection of controlled assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

Task Taking

Controlled Assessment tasks will be undertaken with three levels of supervision:

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

Subject Leaders / Teachers in Charge of Subject will be responsible for ensuring that an appropriate level of supervision is in place for each part of an assessment task. Levels of supervision are clearly outlined in each subject specification.

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 GCSE 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
- Subject specific display material with direct relevance to an assessment task will be covered
- A record will be kept of the time, 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

Informal supervision means:

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

Limited supervision means:

- Some aspects of 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

Each year, before the first controlled assessment is conducted in school, the Examinations Officer will issue, via email, all students in Year 11 to Year 14 with a copy of JCQ Notice to Candidates - Coursework Assessments. Candidates will be reminded of the key points from this document before completing each assessment task.

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 that candidate. This school will use the JCQ declaration of authentication for controlled assessments or a similar document provided by the relevant GCSE 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 Leader 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 according to subject specification 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.

If a controlled assessment task is to be externally assessed, all work and authentication declarations will be submitted according to awarding body requirements and deadlines.

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 Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. This will be co-ordinated by the SENCO.

The school will consider requests to repeat controlled assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders.

If a controlled assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Controlled Assessment – Key Points

All Departmental Heads and Subject Leaders should make themselves familiar with the following documentation regarding controlled assessment;

- CCEA or other examining board Controlled Assessment Guide
- JCQ Information for Conducting Controlled Assessments
- Ballyclare Secondary School 'Controlled Assessment Policy'

Controlled Assessment is different for each subject area and is carried out at different control levels (High, Medium and Low). The following is a guide to ensure some consistency across departments:

1. Liaise with all departments and SLT to establish suitable dates, times and venues for the controlled assessment activity.
2. Keep a log of dates and times of each assessment at departmental level.
3. Check with SENCO regarding approved Access Arrangements for students.
4. Check and record student attendance for each session.
5. Ensure students/parents are aware of regulations.
6. Ensure that the proper conditions are applied for the appropriate level of control, eg. 'High Level', normal exam conditions apply:
 - i. Use exam signs on doors
 - ii. Disconnect teacher's phone
 - iii. No mobile phones
 - iv. No unauthorised materials
 - v. Disable internet if appropriate
8. Students' work should be retained and ***STORED SECURELY*** at all times within the department, between completion of tasks and until the closing dates for enquiries for results (the following Autumn term – check with Exams Officer for actual date). If you change the location of where your controlled assessment is stored, you must let the Exams Officer know so that records can be updated.

Controlled Assessment Risk Management

Example risks and issues	Possible remedial action		Person 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	SLT 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	SLT 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	HOD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HOD
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	HOD ICT Technician
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	HOD ICT Technician
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HOD ICT Technician
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HOD
Candidates have a scheduling clash for exams or assessment	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	HOD (working with EO)

Example risks and issues	Possible remedial action		Person Responsible
	Forward planning	Action	
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.	Seek guidance from the awarding body.	SLT HOD
Supervision			
Student study diary/plan not provided or completed (where required)	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	HOD
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		SLT HOD
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	HOD
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	HOD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HOD Exams Officer
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	HOD
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HOD
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 awarding body on further action.	HOD
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	Seek guidance from awarding body	HOD

	marking/paperwork so the exams office can process		
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	HOD
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	HOD
Example risks and issues	Possible remedial action		Person Responsible
	Forward planning	Action	
Marking			
Teaching staff/assessors interpret marking 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	HOD
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.	HOD