



The Henry Box School
Founded 1660

CONTROLLED ASSESSMENT/coursework PROCEDURE

October 2019

Introduction

Controlled Assessment/coursework is defined as a compulsory piece of work which contributes a proportion of the final grade of a GCSE for which there are specific conditions surrounding how the work must be completed. The specific requirements, outlined by awarding bodies, as to how Controlled Assessment must be administered are intended to ensure that grades awarded to students across centres are a fair and comparable measure of achievement. It is important that these requirements are enforced through the processes the school has in place for implementing and monitoring Controlled Assessment. These processes and requirements will be outlined in this policy.

Controlled Assessment may constitute 60%, 25% or none of the overall grade for a GCSE.

Controlled Assessment must be carried out with High, Medium or Low levels of control and supervision. Different stages of a piece of work may have different levels of supervision specified. A High level of supervision does not, if the assessment is carried out in the normal teaching room, mean 'exam conditions', however there will be specific conditions laid down by the awarding body as to how the work must be completed. A Medium level of supervision means that it must be possible to know with certainty that all the work completed is the student's own. A Low level of supervision means that students may complete work without direct supervision, but the teacher must have confidence that the student's work is their own.

The Controlled Assessment task may be set by the awarding body, either fixed or with a degree of flexibility or choice for the teacher or student, or be set by the school under guidance by the awarding body.

Principles

1. The requirements of awarding bodies, both in general and relating to specific qualifications, must be enforced rigorously and consistently
2. The approach to implementing Controlled Assessment should, within the restrictions specified by the awarding body, give all students the opportunities they need to achieve their best
3. No students should be given an unfair advantage over other students in the completion of Controlled Assessment tasks e.g. disproportionate levels of support, leniency over deadlines beyond what is allowed by the school's policy
4. Students should not be unduly disadvantaged by circumstances beyond their control and reasonable allowances should be made where appropriate e.g. long term illness, special educational need

5. The timing and arrangements for Controlled Assessment tasks should be such that excessive workload pressures for students and staff are avoided
6. The resources (including time) dedicated to Controlled Assessment tasks should be proportional to the value of the work in relation to the exam based elements of the course

Responsibilities

The Senior Leadership Team (SLT) will;

- Oversee the timing and arrangements for Controlled Assessment
- Monitor and review the implementation of Controlled Assessment against the agreed policies
- Investigate appeals and advise the Headteacher regarding evidence of malpractice

Department teams, under the leadership of the Head of Department, will;

- Schedule Controlled Assessment tasks with reference to the school calendar and other planned activities for the year group
- Ensure schemes of work incorporate Controlled Assessment appropriately
- Ensure that all teachers understand their roles and responsibilities in controlled assessment and are familiar with the requirements of the awarding body
- Organise the logistics of the Controlled Assessment, including access to resources, in line with school policy and awarding body requirements
- Consult with the SENCo on additional arrangements which may be needed for candidates
- Make contingency arrangements for the event of absences by candidates or teacher
- Arrange for secure storage of candidates' work
- Obtain task information from the awarding body and submit marks by the deadline set
- Ensure support and marking practice is consistent across the department
- Standardise marking
- Provide parents and students with the necessary information in an understandable format about the assessments
- Provide required information in a timely manner to the Exams Officer e.g. unit codes, entry details
- Ensure the workload of staff and students remains a priority and is considered in the planning, scheduling and assessment of work

Teachers will;

- Contribute to the planning of Controlled Assessments
- Brief students about the task and the deadlines for submission

- Brief students about the procedures for Controlled Assessment and the conduct required of them
- If necessary, remove or cover displays
- Supervise the Controlled Assessment tasks as required during scheduled teaching periods, applying the specified level of control
- Keep accurate records of attendance during the period of Controlled Assessment
- Keep accurate records of work completed and submitted, marks awarded and support given to students
- Ensure students use black ink for hand written tasks
- Ensure students keep a record of the support received and any joint work undertaken

- Record any incidents during High level supervision tasks
- Ensure deadlines are strictly enforced and department procedures for missed deadlines are followed
- Ensure authentication forms are signed by candidates and the supervising teacher
- Ensure records are kept of work submitted and that work is stored safely
- Ensure students entitled to additional time or special conditions receive this entitlement
- Report any suspicion of academic malpractice immediately to the Head of Department, with the appropriate evidence
- Ensure the Controlled Assessment is carried out in accordance with school policy and the awarding body requirements

The Exams Manager will;

- Liaise as necessary with the SLT, subject departments and individual teachers
- Support departments, if requested, with arrangements for the secure storage of candidates' work
- Enter students for individual units as requested by Heads of Departments
- Be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding bodies and teachers

Monitoring and Evaluation

Heads of Department monitor Controlled Assessment to ensure the procedures laid down in this policy and by the awarding body are followed. Lesson observations, Learning Walks, work sampling and standardisation may be used as part of the monitoring process. Members of the SLT support Heads of Departments in this process.

The SLT will, in addition, monitor appeals, review the schedule of Controlled Assessment annually and carry out periodic evaluations of practice.

Related Documents;

GCSE Controlled Assessment Regulations (2008) – published by Ofqual
The Henry Box School Policy on Assessment
The Henry Box School Policy on Internal Appeals

Policy prepared by Mr M S Evans
Adopted November 2010
Updated Mrs S Hunt April 2019

Outlining staff responsibilities - GCSE controlled assessments

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 coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic year. As part of this resolve:
 - o clashes/problems over the timing or operation of controlled assessments;
 - o 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.

Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes and any other subject specific instructions.

- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication Instructions for conducting controlled assessments.
- Understand and comply with the awarding body's 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 unit codes for controlled assessments.
- 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 candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, 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.

Exams office staff

- 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.
- In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

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

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	RGO
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	RGO
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	RGO & MVA
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	RGO to liaise with Faculty Leaders to ensure adequate facilities are available	RGO & MVA
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	Faculty Leader
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 the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Faculty Leader & SHU

Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Faculty Leader
Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Ensure all departments are aware of the need to run catch-up sessions where required	RGO & Faculty Leaders
Control levels for task taking			
The 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 Run Faculty Leader meeting to explain the requirements for individual specifications	Seek guidance from the awarding body	Faculty Leader & SHU
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff 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	Faculty Leader

Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Run Faculty Leader meeting to explain the requirements for individual specifications	RGO & SHU Faculty Leader
A 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 session where a teacher is not supervising, in line with the awarding body's specification	Re-arrange the session Arrange for a trained invigilator to attend (if known in advance)	Faculty Leader SHU
Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Faculty Leader
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Faculty Leader
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks. All Faculty Leaders to identify suitable, secure storage	Faculty Leader
Candidates' work not kept secure	Define the appropriate level of security,	Seek guidance from the awarding	Faculty Leader

during or after assessment	in line with the awarding body's requirements, for each department as necessary	body All Faculty Leaders to identify suitable, secure storage	
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre Faculty Leaders to liaise with EB in the first instance if this is an issue	Faculty Leader
Staff malpractice	All assessment material made available to teaching staff at Henry Box School must be solely, exclusively used for the proper assessment of students at school	The Head of Centre decides who is to investigate the allegation, how it is to be investigated and the timeframe. The Head of Centre must use the evidence and decides if an awarding body should be informed	Headteacher
Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Plagiarism	Any work presented or assessment by a student must be produced under the controlled conditions required by The Henry Box School.	The Head of Centre decides who is to investigate the allegation, how it is to be investigated and the timeframe. The Head of Centre must use the evidence and decides if an awarding body should be informed All students made aware of the issues around plagiarism and periodically reminded of this through the controlled assessment process	Headteacher Faculty Leader

Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Faculty Leader
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body Ensure the hand-in date of the marked work to the Faculty Leader is in advance of the actual deadline in order to allow for chasing up of work not completed/marked	Faculty Leader
Example risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Faculty Leader
Teaching staff fail to complete authentication forms or leave before	Ensure teaching staff fully understand the importance of authentication forms and	Return the authentication form to the teacher for signature	Faculty Leader

completing the authentication process	the requirement of a signature	Ensure authentication forms are signed as work is marked Faculty Leader to check this as work is sent in for internal moderation etc. prior to the actual deadline	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Faculty Leader
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged All Faculty Leaders must routinely run standardisation sessions with relevant staff	Faculty Leader

