



Al-Hijrah School  
مدرسة الهجرة

# AL-HIJRAH SCHOOL

## CONTROLLED ASSESSMENT POLICY SEPTEMBER 2016

|                         |                                    |
|-------------------------|------------------------------------|
| Date                    | September 2016                     |
| Review Date             | As Required                        |
| Date agreed by I.E.B    | Agreed in 2012 no changes required |
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## **Al-Hijrah School Controlled Assessment Policy**

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

### **1. Senior Leadership Team (SLT)**

Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject specific instructions.

In the summer term, begin coordinating with Heads of Department to schedule controlled assessments. (It is advisable that controlled assessments are spread out throughout the academic years of Key stage 4 or as appropriate for GCSE courses studied in other years).

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, time out of school etc)

Ensure that all staff involved has 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 to the Exams Officer 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.

Ensure the Exams Officer is informed when 'high' level control is taking place.

After completion and marking, return all controlled assessments to the exams office where they will be kept securely until the outcome of any enquiry of results.

### **3. Teaching Staff**

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 assessments 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 students as the specification allows.

Ensure that absent candidates have an opportunity to make up the missed controlled assessment.

Ensure that students and 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.

Retain candidates work securely (in a locked cabinet) between assessment sessions (if more than one).

Ask the SENCO for any assistance required for the administration and management of access arrangements.

#### **4. Exams Officer**

Enter candidates for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.

Enter candidates' '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.

Distribute marksheets for teaching staff to use and send marksheets to the awarding bodies before deadlines.

Where controlled assessments cannot be carried out in the classroom, arrange suitable accommodation where controlled assessments can be carried out.

#### **5. SENCO**

Ensure access arrangements have been applied for.

## 6. Risk Management Process

| Risks and issues   | Possible remedial action   |  | Staff (use 'RACI' to determine who should be listed) |
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|  | Forward planning   | Action   |  |
| <b>Timetabling</b>   |  |  |  |
| 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   | HODs and Exams Officer                               |
| 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   | HODs and Exams Officer                               |
| <b>Accommodation</b>   |  |  |  |
| 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   | HODs, Exams Officer, caretaking staff                |
| Insufficient facilities for all candidates                               | Careful planning ahead and booking of rooms / centre facilities  |  | HODs, Exams Officer, caretaking staff                |
| <b>Downloading awarding body set tasks</b>                               |  |  |  |
| 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                                      | HODs   |
| 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 | HODs and Exams Officer                               |
| Validity of assessment   | Check task validity date   | Make sure task is still valid for the year of entry for the unit   | HODs   |

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| Loss of task details in transmission                              | Download tasks well ahead of scheduled assessment date  | Report loss to awarding body for replacement; download again   | HODs                   |
| <b>Absent candidates</b>  |   |  |                        |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates  |  | HODs                   |
| 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<br><br>N.B. retakes of controlled assessment are limited | HODs and Exams Officer |

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| <b>Control levels for task taking</b>   |  |  |                         |
| 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   | HODs and teaching staff |
| <b>Supervision</b>  |  |  |                         |
| Student study diary/plan not provided or completed. (Not all controlled assessments will require this)      | 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 | HODs                    |
| Teaching staff 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, HODs, teachers     |
| Suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising | A suitable supervisor must be arranged for any controlled assessment where a teacher is not supervising, in line with the awarding body specification. |  | HODs and Exams Office   |

| Example risks and issues   | Possible remedial action  |  | Staff (use 'RACI' to determine who should be listed) |
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|  | Forward planning  | Action   |  |
| <b>Task setting</b>  |   |  |  |
| Teaching staff fail to correctly set tasks   | Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification  | Seek guidance from the awarding body   | HODs   |
| 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   | HODs   |
| <b>Security of materials</b>   |   |  |  |
| Assessment tasks not kept secure before assessment                                 | Ensure teaching staff understand importance of task security  | Request/obtain different assessment tasks  | HODs   |
| 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   | HODs   |
| Insufficient or insecure storage space   | Look at provision for suitable storage early in the course  | Find alternative spaces  | HODs   |
| <b>Deadlines</b>   |   |  |  |
| 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. | HODs and 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   | HODs   |

| <b>Authentication</b> |  |  |  |
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| 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  | HODs              |
| 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 | HODs and teachers |

| <b>Marking</b> |  |  |  |
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| Teaching staff 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 | HODs |
| 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.  | HODs |