



# **POLICY ON CONTROLLED ASSESSMENT**

## **(Senior School)**

(This policy is available on the school website or on request)

### **What is Controlled Assessment?**

Controlled assessment is internal assessment that replaced GCSE coursework from September 2009. It has been introduced by the (QCDA) Qualifications and Curriculum Development Agency to address some of the issues raised in coursework, such as plagiarism, teacher assistance and parental intervention.

### **Preparing pupils for Controlled Assessment**

The requirements for each subject vary. GCSE subjects require different amounts of controlled assessment but all fall in to one of 3 categories 60%, 25% or 0% Controlled Assessment, and the subject specifications give more detail about what preparation is required and appropriate. Departmental schemes of work will reflect these. Departments will also need to plan ahead and liaise with other departments over timings via the Director of Studies, who will organise an overview of the timings. Departments will also need to make contingency plans in the event that a planned assessment cannot take place or when a pupil is absent.

All controlled assessment tasks will need to be submitted to the Awarding Body by the beginning of May with the relevant paperwork.

Subject teachers will need to

- be familiar with the requirements of the specification (syllabus)
- teach an overview of the chosen topic/task before pupils set to work
- give pupils the context they need to understand the topic
- teach pupils any skills they will need for their tasks, such as research skills
- support and guide pupils throughout the research, drafting and write-up stages

## **Levels of control**

As the name suggests, it applies increased control over assessment of pupils' work at three critical points:

Task-setting

Task-taking

Task-marking

Each stage has a level of control (high, medium or low) to ensure reliability and authenticity and to make assessments more manageable for teachers and pupils. Teachers will ensure that the correct level of control is enforced at the appropriate time by following the instructions given in their chosen Specifications.

### **Formal supervision (high level of control)**

Pupils must be in direct sight of the supervisor at all times

The use of resources is tightly prescribed

Pupils must complete all work independently

No assistance can be given to pupils

### **Informal supervision (medium level of control)**

Pupils do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated

Pupils have access to resources

Pupils can work together

Pupils can receive limited oral and written guidance but model answers and writing frames are not permitted

Teachers must ensure that

- the pupils' work is their own
- plagiarism does not take place
- the contributions of individuals are recorded accurately

### **Limited supervision (low level of control)**

Some work can be completed without supervision, outside the classroom/centre

Pupils have access to resources

Pupils can work together

Pupils can receive guidance from teachers

### **Research exercise book/folder**

Each pupil should have a research exercise book/folder in which to record their research, planning, resources etc. It provides evidence that each pupil's final assignment is their own work and that the ideas are their own. It should contain a note of all the sources used such as books, websites, DVDs etc (bibliography). It should also record all teacher feedback given to pupils. It may contain an essay plan but should not contain any lengthy passages of prose that can be copied out in the final assessment. It is perfectly acceptable for teachers to produce a simplified 'pupil-friendly' version of the assessment criteria to be stored in the exercise book.

Pupils may (in certain subjects) be allowed access to their exercise book during the high control write-up phase but once this phase has started, no new material can be introduced into the research exercise book.

### **Use of ICT resources**

Pupils may have access to ICT resources in the preparation of the task and also if applicable in the taking of the task. Subject teachers must liaise with the ICT department well in advance to ensure that the specifications are adhered to and that the ICT department has time to prepare the hardware.

### **Storage of work**

Throughout the assessment period, all assessment materials (including mark schemes and pupil work) must be stored securely, usually in a locked cabinet/cupboard. This is the responsibility of the Head of Department. Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate, research folders/diaries. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks etc should also be collected in after each session.

In some cases, where pupils are producing artefacts in Design & Technology or artwork in Art & Design, the locked classroom, studio or workshop will count as secure storage.

## **Test marking**

Teachers will mark work using the marking descriptions and other guidance provided by the Awarding Body (Examination Board). The work will be standardised internally and prepared for external moderation in line with the requirements set by the Awarding Body. Departments must not release or dispose of pupils' work until after the closing date for enquiries about results or any subsequent appeal. Any concerns about malpractice should be discussed with the Examinations Officer. Guidance is provided in the Joint Council for Qualifications booklet "Instructions for conducting controlled assessments" together with Form JCQ/M1. Copies of the booklet and form can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

## **Access arrangements**

These apply equally to controlled and external assessments, for example, additional time. Further details are available on the Joint Council for Qualifications (JCQ) website ([www.jcq.org.uk/exams\\_office](http://www.jcq.org.uk/exams_office)). The Head of Learning Support (HLS) will identify pupils requiring special consideration and applications will be made on behalf of these pupils by the Examinations Officer.

## **Internal Appeals Procedure**

There is a separate policy in the event of a query or complaint about controlled assessment, the **Policy for internal appeals against internal assessments in external qualifications**, which is on the school website. In accordance with this policy, departments must give pupils a clear indication of their performance in controlled assessments.

## **Malpractice**

### Pupil malpractice:

The Headmaster will report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice.

If the irregularity is discovered prior to the pupil signing the declaration of authentication form any alleged malpractice will be investigated internally and the outcome will be recorded on the authentication form supplied by the awarding body.

If the irregularity is identified after the candidate has signed the declaration of authentication, the Headmaster will submit full details of the case to the relevant awarding body at the earliest opportunity.

The Headmaster will supervise all investigations resulting from an allegation of malpractice.

The Headmaster will ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice.

All examination candidates have been given a copy of the JCQ notice *Information for candidates GCSE Controlled Assessments*.

Teacher malpractice:

The school will carry out an investigation where it is suspected that a teacher has helped a pupil with their controlled assessment beyond the guidelines contained within each specification.

Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

**Monitoring**

Heads of Department will report back to the Headmaster annually on how well the controlled assessments are functioning.

**Further references:**

Qualifications and Curriculum Development Agency ([www.qcda.gov.uk](http://www.qcda.gov.uk))

The Assessment and Qualifications Alliance (AQA) ([www.aqa.org.uk](http://www.aqa.org.uk))

OCR Examination Board ([www.ocr.org.uk](http://www.ocr.org.uk))

Edexcel Examination Board ([www.edexcel.com](http://www.edexcel.com))

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