



Introduction

Controlled Assessment is a form of internal assessment where assessment tasks of high, medium or low levels of control are integrated into the delivery of specific subjects at GCSE and A Level. This policy works in line with the guidance issued by JCQ and all Exam Boards. It will be kept under review on in line with updates from JCQ and all Exam Boards.

Roles and Responsibilities

It is the responsibility of the Vice-Principal to:

- Ensure, on behalf of the Principal, that each department carries out controlled assessments in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);
- co-ordinate, with Heads of Department, a schedule for controlled assessments, to ensure communication of this calendar to all staff, pupils and parents;
- map overall resource requirements for the year and resolve issues over the timing or operation of controlled assessments.

It is the responsibility of the Head of Department to:

- either obtain the controlled assessment task details from the exam boards, contextualise sample awarding body assessment tasks or develop a suitable task/s, in collaboration with the department and the subject requirements;
- decide on the most suitable times for the controlled assessments to take place in accordance with the requirements of the terminal assessment;
- plan how each assessment will take place, taking into account the accommodation and resource requirements;
- ensure any emerging problems are communicated immediately to the VP Curriculum so that alternative arrangements may be made;
- give dates for the year ahead to the Vice-Principal at the end of each academic year to allow forward planning and to avoid clashes with other controlled assessments and/or other important school events;
- ensure all teachers in the department understand their roles and responsibilities in regard to controlled assessment, are familiar with the requirements of the specification and are given clear deadlines in terms of teaching/pupil preparation (if required) and final task taking;
- ensure that all teachers in the department are aware of the relevant level of control permitted (high, medium or low) and the subsequent requirements for supervision;
- liaise with the Special Educational Needs Co-ordinator (SENCO) about access arrangements;
- ensure secure storage of all examination materials, together with the work produced by the candidates during preparation and final task taking;
- make certain, in the case of formal supervision (high level control), that candidates do not have access to email, the internet, mobile phones or any other electronic device;
- keep a log of high control assessments which contains:
 - the date and time of each assessment together with its title;
 - the name of the supervising teachers;

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- a copy of class list with candidates who were present during the assessment;
- a log of incidents which occurred during the assessment.
- ensure display materials are removed or covered up, as required;
- make contingency arrangements for the event of absences by candidates or teachers – for example, a second, alternative date for the controlled assessment and for longer absences, ensure special circumstances are applied for;
- arrange internal standardisation of marking by all teachers involved in assessing an internally assessed component and provide departmental training as appropriate;
- be sure that pupils are informed of the marks that have been submitted to the awarding body, having made clear that those marks are subject to change through the moderation process.

It is the responsibility of the Teaching Staff to:

- comply with the relevant JCQ guidelines;
- 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 the awarding body in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times;
- contribute to the decision as to how the controlled assessment should be incorporated into the scheme of work to provide a coherent sequence of learning and ensure students are well prepared for the controlled assessment – for example, in developing linguistic or practical assessment or carrying out fieldwork or research;
- allow students the chance, in the event of absence, to make up the time, if necessary;
- supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to pupils 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 at the required date, keeping a record of the marks awarded;
- retain candidates' work securely between assessment sessions;
- retain candidates' work securely until the closing dates for enquiries about results. In the event that an enquiry is submitted, retain the candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre;
- inform the Head of Department if malpractice is suspected who will then report to Vice-Principal regarding procedure to be followed;
- report immediately to the Head of Department and Vice Principal Curriculum if a pupil's work is lost or accidentally destroyed within the School. This will then be reported to the exam awarding body;
- note that if teacher teaches his/her own child, the centre must declare a conflict of interest and send the marked work to the moderator whether or not it is part of the sample.



The Examinations Officer will:

- enter pupils for the relevant units of study;
- enter pupils' cash-in codes for the terminal examination series;
- be responsible for the receipt, safe storage and safe transmission of materials;
- ensure where mark sheets are completed on-line that the Head of Department is able to complete all the necessary documentation in an appropriate manner and oversee that this is forwarded to the Awarding Body;
- ensure that only appropriate members of staff have access to the submission of controlled assessment/coursework marks;
- on the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, in liaison with the Vice Principal.

The Special Educational Needs Co-ordinator will:

- ensure access arrangements are in place;
- work with teaching staff to ensure requirements for support are met.

Appeals procedure (please see the FSL Internal Appeals document for further details)

Friends' School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Friends' School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

Friends' School will:

- ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body;
- inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment;
- on request, make available to the candidate copies of work that has been assessed;
- provide candidates with sufficient time, normally at least five working days, in order to allow them to review copies of materials and reach a decision;
- provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing (**IA1**);
- allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline;

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- ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review;
- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre;
- inform the candidate in writing of the outcome of the review of the centre's marking (**IA2**).

The outcome of the review of the centre's marking will be made known to the Head of Centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

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