



Controlled Assessment & Examination Policy

Date	Review Date	Coordinator	Nominated Governor
February 2021	February 2022	Joe Creswick	Teaching & Learning Committee

Ivel Valley School's policy for controlled assessment is in line with the requirements of the Joint Council for Qualifications (JCQ). The policy is in place to maintain consistency of practice, accuracy and fairness for all subjects and all teachers, and to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with awarding body specifications.

Depending on subject and specification, controlled assessment might be:

High control – the exam board sets the task to be completed and the school chooses one of these tasks. GCSE Exams held in the conference room.

- all candidates are within direct sight of the supervisor throughout the session(s);
- display materials which might provide assistance are removed or covered;
- there is no access to e-mail, the internet or mobile phones;
- candidates complete their work independently;
- interaction with other candidates does not occur;
- no assistance of any description is provided.

Medium control – the subject may choose from a selection of assignments produced by the exam board or design its own. Functional Skills, English and Maths Assessments. Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should always check the subject-specific requirements issued by the awarding body. The centre must ensure that:

- all candidates participate in the assessment;
- there is sufficient supervision to ensure that work can be authenticated;
- the work an individual candidate submits for assessment is his/her own.

Limited control – the school designs its own assignments against set criteria. Work may be completed outside of the centre without direct supervision. Where limited control is specified, candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

These responsibilities apply for all GCSE specifications, Functional Skills Assessments and BTEC with a controlled assessment unit or component or coursework undertaken at Ivel Valley School.

Staff responsibilities:

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/key stage to schedule controlled assessments.
- Coordinate the completion of controlled assessments across the school, ensuring resources are available

- 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/key stage/subject leaders

- Decide on the awarding body and specification for a particular GCSE/ BTEC/ Functional Skills
- Ensure the correct level of supervision is administered
- 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.
- Supply to the exams office details of all unit codes for controlled assessments.

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.
- 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).
- Ensure identification and testing of those students who may be eligible for access arrangements
- Ask the appropriate special educational needs coordinator (SENCo) or Exams Officer for any assistance required for the administration and management of access arrangements.

Exams Officer

- 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.
- 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.
- 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.
- 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.
- Ensure access arrangements have been applied for.

Additional learning support/ Teaching Assistants

- Work with teaching staff to ensure requirements for support are met.
- Collaborate with examinations officer to ensure that appropriate access arrangements are made for eligible students
- Provide support in examinations; e.g. reader, scribe, prompter, invigilator where required

Procedures:

- Controlled assessment will in most cases take place within the timetabled lesson or during Assessment week. Where necessary, appropriate or desirable, specific time may be set aside for the completion of controlled assessment
- When controlled assessment takes place in classrooms, relevant display materials will be covered
- Where required by the exam board, designated research materials / planning sheets will be provided and submitted as appropriate
- Where a student is absent, time will be allowed to make up this missing time, provided it does not contravene any identified time limit.
- Where a student is absent for a long time, specification guidance for special consideration will be followed.

Appeals

- Appeals can be made by candidate's parent or carer against marks awarded internally or the processes undertaken
- The appeal must be made in writing to the Examination Officer two weeks before the end of the examination series, in line with the Internal Appeals Policy
- The Examinations Officer can lead the enquiry provided that they have played no part in the original assessment process.
- Records of the appeal and result will be kept by the Examinations Officer and made available to the Awarding Body if required. *For further information, please see the Internal Appeal Policy.*

JCQ documents relating to controlled assessment can be found at: <https://www.jcq.org.uk/exams-office/>