



Controlled Assessment and Examinations Policy (including appeals)

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Introduction and Aims

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.

The purpose of this policy

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. All functional skills exams at Levels 1 and 2 are subject to high control, as stipulated by JCQ. Additionally, we also conduct Entry Level functional skills exams to this level of control.

- 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 email, 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 – 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.

We currently do not offer any other controlled assessments or examinations other than functional skills from Entry level up to Level 2, which are all conducted under high control.

Roles and 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.
- 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
- Establish 'normal ways of working' in keeping with students' needs, and communicate these to the Exams Officer and Internal Verifier for the purpose of organising 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 teachers to ensure that appropriate access arrangements are made for eligible students
- Provide support in examinations; e.g. reader, scribe, prompter, invigilator where required

Procedures

- 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 against Internal Assessment of work for External Qualifications

Staff at Ivel Valley School are committed to ensuring that when students' work is assessed for external qualifications, the assessment is carried out fairly, consistently, and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and have been trained in this activity. The school will ensure assessment evidence provided by candidates is produced and authenticated according to the requirements of the

relevant specifications for each subject. Internal and external moderation and standardisation will be carried out to ensure consistency.

If a student feels that this may not have happened in relation to their work, they may use this appeals procedure. An appeal may be made against the process which led to the assessment and not against the mark or grade submitted by the school for moderation by the awarding body.

Appeals should be made as early as possible and within at least two weeks of the issue of results for the examination in question.

Appeals should be made in writing by the candidate's parent or carer to the examinations officer, who will investigate with at least two members of staff who have not been involved in the internal assessment decision. If the Examinations officer was directly involved in the assessment in question, or is unable to investigate for another reason, the Headteacher will appoint another member of staff of similar or greater seniority to conduct the investigation.

The purpose of the appeal will be to determine if the process used for internal assessment conformed to the requirements of the awarding body and the examinations code of practice.

The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.

The outcome of the appeal will be made known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After each candidate's work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes; this process is outside of the school's control and is not covered by this procedure.

Appeals against External Assessment Marks

Where a candidate is unhappy with the mark awarded for a particular exam unit (e.g. written exam, practical assessment) which is marked externally, a clerical check or re-mark may be requested via the Examination Officer. The relevant subject teacher or Head of Key Stage should make the request to the Exams Office after discussion with the candidate about querying the result. The candidate will be required to acknowledge that their grade may be confirmed, raised or lowered and they will be responsible for paying the relevant fee at the time of request. The decision to support an appeal will be made by Ivel Valley School & College, based on several factors including knowledge of the examination system and teacher's professional judgement.

Legal Framework & Statutory Guidance

- [Regulatory framework for national assessments: National curriculum and early years foundation stage assessments](#)
- [The Ofqual Handbook - rules and guidance for qualifications](#)
- [JCQ General Regulations for Approved Centres](#)
- <https://www.jcq.org.uk/exams-office/>

Equalities and Inclusion

Some pupils will require some additional support to participate in assessments, this can be in the form of reasonable adjustments, special considerations or access arrangements. The school is committed to ensuring that all pupils have access to controlled assessments regardless of their protected characteristics when they have attained that required level of knowledge to complete the assessment.

Key information from the JCQ can be found here: [JCQ Access Arrangements, Reasonable Adjustments and Special Consideration](#)

Safeguarding Implications

Addressing safeguarding concerns and/or needs will always take precedence over the completion of assessments. The school will work with the relevant awarding bodies to allow equal access to all pupils, including pupils for whom there are safeguarding concerns, or those pupils who are under Child in Need or Child Protection plans.