

TITLE: CONTROLLED ASSESSMENT POLICY

MODEL POLICY STATEMENT

This is **not** a Local Authority model policy

Local changes have been made to the model policy by the College **N/A**

The model policy used is **N/A**

Policy Owner:	Vice Principal	Review period:	3 years
Last Review:		Approving Committee:	Curriculum 08.06.16
Next Review:	Summer term 2019	Latest FGB adoption:	13.07.2016

IMPACT OF THIS POLICY

This policy needs to be reviewed alongside the Examination Policy

Public Sector Equality Duty

This policy is written with due regard for the public sector equality duty that is placed on all schools. Tavistock College will make reasonable adjustments for members of the school community with SEND and protected characteristics and guard against discriminatory practices and victimisation to ensure no-one is treated unfairly.

Tavistock College Controlled Assessment Policy

All members of staff who are involved in conducting controlled assessments must read this document and adhere to its contents.

What is controlled assessment?

Controlled assessment measures subject-specific skills that may not necessarily be tested by timed written papers.

What is the controlled assessment process?

There are three levels of control:

- High;
- Medium;
- Limited.

A different level of control may apply at each of the three stages:

- Task setting;
- Task taking;
- Task marking.

The task-taking stage may involve two sub-stages requiring different levels of control.

For example, in science subjects:

- Research and data collection requires limited control;
- Evaluation requires high control.

The level of control for each stage/sub-stage is set by the qualifications regulators so that there is consistency between the awarding bodies.

To what extent are centres involved in task setting?

It depends whether task setting is under high, medium or limited control.

High control

Where high control is specified, the awarding body is responsible for task setting.

For the majority of specifications, centres make their selection from a number of comparable tasks provided by the awarding body. These tasks are designed to ensure that the assessment criteria, as detailed in the specification, are met.

Medium control

Where medium control is exercised, centres may opt to select from a number of comparable tasks provided by the awarding body. Alternatively, centres may opt to design their own task(s) using criteria set out in the specification. The centre must take care to ensure that the task(s) provide(s) every candidate with an opportunity to meet the assessment criteria and have access to the full range of marks.

Limited control

Where limited control is exercised, all centres design their own task(s) using criteria set out in the specification. The awarding body may provide exemplar tasks.

The centre must take care to ensure that the task(s) provide(s) every candidate with an opportunity to meet the assessment criteria and have access to the full range of marks.

When is it acceptable to contextualise tasks?

Where tasks are set by the awarding body, specifications always provide opportunities for centres to contextualise those tasks to best suit their centre-specific circumstances.

Each centre has the facility to:

- make the task relevant to its own environment;
- meet the needs and interests of its own candidates;
- provide candidates with access to appropriate resources.

Is it permissible to give candidates a copy of the marking criteria?

Yes. Candidates should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

What does formal supervision (high level of control) actually involve?

The use of resources is tightly prescribed. The centre must ensure that:

- 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.

What does informal supervision (medium level of control) actually involve?

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.

What does limited supervision (limited level of control) actually involve?

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.

What advice and feedback can I give to candidates during the task-taking stage?

The task-taking stage of controlled assessment may involve two sub-stages, each of which may be subject to a different level of control. (See section 1 of this document).

If a high level of control is specified, you must not provide advice or feedback of any description.

If medium or limited control is specified, some categories of advice/feedback are permitted.

The following table provides general guidance, but there are some exceptions.

Centres must refer to the relevant specification or subject-specific guidance for confirmation. Category of advice/feedback	High control	Medium control	Limited control
--	---------------------	-----------------------	------------------------

• Review candidates' work and provide oral and written advice at a **general** level.

x

✓

✓

• Evaluate progress to date and propose broad approaches for improvement.

x

✓

✓

• Allow candidates to revise and re-draft work.

x

✓

✓

• Provide detailed specific advice on how to improve drafts to meet assessment criteria.

x

x

x

• Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.

x

x

x

- Intervene personally to improve the presentation or content of work.

x

x

x

What resources are allowed under each level of control?

High control

The use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes.

- Access to the internet is not permitted.
- If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all material stored on the devices is permissible.

Medium control (informal supervision)

Candidates **normally** have unrestricted access to resources available at the centre and via the internet. There are some exceptions.

Centres should refer to specifications or subject-specific guidance.

Limited control (limited supervision)

In many subjects candidates will need to gather information from published sources when researching and planning their tasks.

- Candidates are allowed unrestricted access to the internet and any electronic and printed resources available to them.

Outlining staff responsibilities - GCSE controlled assessments

Senior leadership team

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*. <http://www.jcq.org.uk/exams-office/controlled-assessments>
- 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 to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic 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, IT networks, 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.

Heads of department/faculty

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*. <http://www.jcq.org.uk/exams-office/controlled-assessments>
- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Demonstrate that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Report on how 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.

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*. <http://www.jcq.org.uk/exams-office/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.
- Supply to the exams office details of all unit codes for controlled assessments.
- 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).
- 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.
- Ask the appropriate special educational needs coordinator (Senco) for any assistance required for the administration and management of access arrangements.

Exams office staff

- 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.
- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*. <http://www.jcq.org.uk/exams-office/controlled-assessments>
- 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.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.