GUILDFORD HIGH SCHOOL

5-15 GHS Controlled Assessment Policy and Information

Policy

Guildford High School is committed to ensuring that whenever its staff assesses pupils' work for external qualification, this is done 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 who have been trained in this activity. Guildford High School is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation ensures consistency.

If a pupil feels this may not have happened in relation to her work, she may make use of the appeals procedure. Appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by Guildford High School for moderation by the awarding body.

The aims of this policy are to outline:

- What Controlled Assessment is
- Requirements of staff running Controlled Assessments
- Student Supervision arrangements
- Use of resources
- Arrangements for feedback
- Requirements for the presentation of students' work
- Authentication procedures
- The Marking of Controlled Assessment (internally)
- Procedures for internal appeals and against malpractice

This policy applies to all members of our school community, pupils and staff, involved in Controlled Assessment. Guildford High School is fully committed to ensuring that the application of this Controlled Assessment policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Guildford High School seeks to implement this policy through adherence to the procedures set out in the rest of this document. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents:

- Assessment Policy
- Examinations Policy

This document is reviewed annually by the Examinations Secretary, Will Hack, or as events or legislation change requires. The next scheduled date for review is August 2017.

What is Controlled Assessment?

Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting; task taking and task marking. Controlled assessment has replaced coursework in new GCSE specifications. Controlled assessment measures subject specific skills that may not necessarily be judged by external assessment.

Depending on the level of control defined within the specification, controlled assessments may take place for example:

- in a normal timetabled lesson or other defined session under supervised conditions;
- entirely within the centre under supervision with controlled access to resources; or
- outside the centre and involve research with limited supervision.

Key Personnel

Controlled assessment is ultimately overseen by the Deputy Head (Academic), supported by the Examinations Secretary. It is the responsibility of Heads of Department to understand the specific requirements of the examination board they have selected and to seek clarification from the board if they are at all unsure of any of the information required. Heads of Department must ensure that all members of their department are familiar with the requirements for Controlled Assessment in their area and that there is consistency of provision across the department.

Requirements

- Centres must ensure that assessment materials, issued by an awarding body, are kept secure throughout the assessment process.
- Candidates' work for assessment must be stored securely within the centre. Work may be stored in subject department areas. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet.
- Any explanation or interpretation given by teaching staff must be general and not specific to a candidate's work.

Student Supervision

Supervision can be:

- Formal (high level of control); or
- Informal (medium level of control); or
- Limited (low level of control)

as detailed in the specification.

- Under **formal supervision** the candidate must be under direct supervision at all times. The use of resources by the candidate and his/her interaction with others will be directed by the awarding body; in particular access to e-mail, the internet and mobile phones must not be permitted. Candidates may be required, as an example, to produce an extended piece of work or submit their responses to a series of structured questions under controlled conditions.
- Teachers must ensure that any display material in the teaching environment which might provide assistance is removed or covered.
- Candidates must not use a mobile phone or any other electronic communication device during a session which is subject to formal supervision.
- It is advisable that the centre records the date and time of the assessment, the name of the supervisor and keeps a log of any incidents which occur during the course of the assessment.

- Additionally, it is recommended that the centre records which candidates were present for the assessment, as well as those who were absent.
- Candidates must log on to computers using controlled assessment login details so that the security of their work and their access to resources can be guaranteed.

Under **informal supervision**, the use of resources is not tightly prescribed and group work is normally permitted provided that any assessable outcomes can be attributed to individual candidates. Candidates do not need to be under direct supervision at all times. However, the centre must ensure that:

- all candidates participate in the assessment;
- plagiarism does not take place;
- sources used by a candidate are clearly recorded;
- each candidate's preparation for the final production of the work is his/her own.

Under **limited supervision** the requirements are clearly specified by the awarding body and work may be completed without direct supervision. Research or data collection may take place outside of the classroom.

Use of Resources

The use of the internet is permissible during the research and planning stages, but not when the final work is being word processed or written, unless stated otherwise within an awarding body's specification.

Candidates must give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, preferably in a bibliography. For example: (Morrison, 2000, page 29). For material taken from the internet, any reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line, e.g. http://www.bbc.co.uk/schools/16/sosteacher/history/40766.shtml

Candidates should be encouraged as a means of good practice to state the actual date when the material was downloaded.

Where candidates are using electronic storage facilities, e.g. CDs, DVDs, laptops, memory sticks, MP3 players, appropriate checks must be undertaken to ensure that only permitted material is introduced into the assessment environment.

Candidates should understand what they need to do to comply with the regulations for controlled assessments as outlined in the JCQ document *Information for candidates – controlled assessments*, which can be found at the following address: http://www.jcq.org.uk/exams-office/information-for-candidates-documents

Before Controlled Assessment work begins

Staff at Guildford High school are committed to ensuring that, before any Controlled Assessment task is undertaken, pupils will be informed of the following:

i) examination board regulations: which tasks are under which levels of control, what resources they will have access to for each task etc

(ii) content – the specific aims and objective to be met

(iii) organisation – how, when and where the work is to be carried out

(iv) time – how much time they have available and how they should manage it

(v) deadlines: when each task is to be completed by

(vi) standards – an awareness of the marking criteria so that they are aware of the standard of performance required to achieve particular grades

It is the responsibility of the Head of Department to familiarize themselves with all of the above and disseminate the information to all subject teachers involved in setting Controlled Assessment tasks. Subject teachers must ensure that they make this information clear to all pupils within their groups.

Candidates requiring extra time

Where pupils have been awarded extra time for their examinations (a list is available from the examination officer) then the appropriate percentage of extra time should be allocated to their controlled assessment tasks. This may involve teaching staff having to offer these candidates extra time during lunchtimes and break to ensure that they receive the time required. Where an extensive task is being carried out, it may be worth liaising with the Form Tutor or Head of Year to make sure that girls with extra time are managing to keep up with all their work so that extra support can be offered where required.

Feedback

Whilst feedback may be provided to candidates, depending on the level of control, centres must ensure that the work submitted for final assessment is the candidate's own. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

Any advice to individual candidates over and above that given to the class as a whole should be recorded on documentation provided by the awarding body, e.g. the authentication form.

Presentation

- Written material may be handwritten using black ink or, where possible, word processed.
- In the event that videos or photographs/images of candidates are included as evidence of individual participation or contribution, heads of subject must obtain informed consent from parents/carers/guardians.
- If an assignment is word processed, the candidate must ensure that her name, the centre number, her candidate number and the unit/component code appear on each page as a header or footer

Authentication Procedures

The statutory regulations require all candidates to confirm that work they submit for assessment is their own. Each candidate is required to sign a declaration before submitting their work to their teacher/assessor for final assessment.

It is also a requirement of the statutory regulations that teachers/assessors confirm to the awarding body that all of the work submitted for assessment was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. If they are unable to do so, the work should not be accepted for assessment. All teachers/assessors who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

Marking of Controlled Assessments

Where controlled assessments are internally assessed and externally moderated, centres must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person should be appointed within the centre to be responsible for internal standardisation for each specification. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Where a teacher teaches his/her own child, the centre must declare the conflict of interest and send the marked work to the moderator whether it is part of the sample or not.

Following external moderation if further evidence of the centre's marking is required, the moderator may request some or all of the remaining work, which must have been kept securely and be available.

Centres are required to retain candidates' marked work, whether or not it was part of the moderation sample, under secure conditions, until all possibility of enquiries about results has been exhausted. Centres are requested to keep a record of the examination numbers and names of those candidates whose work is included in the sample sent to or seen by moderators.

Internal Appeals and Malpractice

The school has an Appeals Procedure which candidates can implement if they are unhappy with the **procedures** used in internal assessment, but **not the actual marks or grades** submitted by the school for moderation by the Awarding Body. They may also appeal against a decision made in a case of suspected malpractice. This procedure is outlined in the document 'Internal Appeals Procedure' and must be made available to students and parents through the school website.

If irregularities in controlled assessments are discovered **prior** to the candidate signing the declaration of authentication this should be dealt with under the centre's internal procedures and need not be reported to the awarding body. Details of any work which is not the candidate's own **must** be recorded on the authentication form supplied by the awarding body or other appropriate place.

If irregularities in controlled assessments are identified by a centre **after** the candidate has signed the declaration of authentication, the head of the assessment centre **must** submit full details of the case to the relevant awarding body at the earliest opportunity. Guidance and Form JCQ/M1 is provided in the JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

Copies of the booklet and the form can be found on the JCQ website: http://www.jcq.org.uk/exams_office/malpractice/.

Special Consideration

In certain circumstances, for example in the event of a long-term absence or loss of work by the school, it may be possible to apply for special consideration. The JCQ document *A guide to the special consideration process* provides detailed information- http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration.

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Summary of Subject Specific Controlled Assessment Requirements

Year 10:

Qualification & Exam board	**Assessment details**
English Language IGCSE (Edexcel)	final examination + coursework done in Year 10 (worth 40%) + Speaking & Listening unit done in Year 10. The Speaking & Listening is an additional endorsement as part of the Language IGCSE but does not form part of the overall GCSE weighting. It appears as a separately reported grade on pupils' certificates.
English Literature IGCSE (Edexcel)	final examination + coursework done in Lent Term of Year 10 (worth 40%)
Music GCSE (AQA)	final examination (30%) + composition coursework (30%) + performance (30%).
Art GCSE (Edexcel)	coursework worth 60% + final examination worth 40%.
Drama GCSE (AQA)	final examination (40%) + two practical assessments (60%) – final practical assessment to take place in early March and moderated by external AQA moderator. The two practical assessments are broken down into Component 2 (Devising Drama) and Component 3 (Texts in Practice) and are both worth 40% and 20% respectively.
Resistant Materials GCSE (AQA)	final theory examination (40%) + continuous coursework project (60% of the GCSE)
Textiles GCSE (AQA)	final theory examination (40%) + continuous coursework project (60% of the GCSE)
Computer Science GCSE (OCR)	final written examinations + programming project (20%)
PE GCSE (Edexcel)	final theory examination (60%); coursework (includes practical worth 30% and performance analysis worth 10%). Practicals are based on three activities – one individual, one team activity and one free choice

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Year 11

Qualification & Exam board	**Assessment details**
English Language IGCSE (Edexcel)	final examination + coursework done in Lent Term of Year 10 (worth 20%) + Speaking & Listening done in Year 10 (worth 10%)
English Literature IGCSE (Edexcel)	final examination + coursework done in Year 10 (worth 40%)
Music GCSE (Edexcel)	final examination + composition coursework (30%) + performance (30%). Composition work submitted at end of Lent Term. Performance recorded in early Feb for girls who wish to re-record what they did in the summer.
Art GCSE (Edexcel)	coursework worth 60% + final examination worth 40%. Coursework is continuous and the final piece is submitted in the third week of the Lent Term of Year 11; the exam piece has a preparatory period once the theme is released in Lent of Year 11 and then the exam itself takes place in late April.
Drama GCSE (AQA)	final examination (40%) + practical (60%). Part of the practical is assessed by an external examiner at end of Year 11.
Food Technology (AQA)	final theory examination (40%) + continuous coursework project worth 60% of the GCSE
Resistant Materials GCSE (AQA)	final theory examination (40%) + continuous coursework project worth 60% of the GCSE
Textiles GCSE (AQA)	final theory examination (40%) + continuous coursework project worth 60% of the GCSE

Computing GCSE (OCR)	final examination (40%) + programming project (30%) and practical investigation (30%). The programming project is likely to be finished by end of Michaelmas and the practical investigation will be completed over the course of the Lent Term.
PE GCSE (Edexcel)	final theory examination (40%) + practical (assessed in three sports over the duration of the course). The practical involves devising a personal exercise programme in Trinity of Year 10. Overall the practical element is worth 60% of the course.

Staff responsibilities

All Staff

- Be aware of this controlled assessment policy and its contents.
- Be familiar with the issues and risks register contained within this policy and with their responsibilities as outlined in the register.

Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Keep minutes of moderation meetings to provide evidence of the standardization of marking.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Liaise with ICT staff regarding restrictions on access to the internet or particular file structures on the school network if ICT is being used as part of the Controlled Assessment.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- 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.
- 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 students 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 through the exams office to the awarding body when required, 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

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- 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.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Ensure access arrangements have been applied for.
- 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 be spread throughout the academic years of key stage 4).
- Create, publish and update an internal appeals policy for controlled assessments.

Head of Years 10 & 11

- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
    - clashes/ problems over the timing or operation of controlled assessments.
- Ensure that all staff involved have a calendar of events

Senior Management Team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

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Issues and Risks Register			
Example risks and issues	**Possible remedial action**		**Staff**
	Forward planning	***Action***	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	HoD
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	HoDs
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	HoD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HoD

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Example risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoD
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	HoD

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Example risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assesors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Examinations officers/HoDs
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HoDs/subject teachers
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		HoDs/subject teachers
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are **not** supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		HoDs/cover supervisor

* Not all controlled assessment whether for the Diploma or GCSEs will require the completion of a study diary or study plans

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Example risks and issues	**Possible remedial action**		**Staff (***use 'RACI' to determine who should be listed)*
	Forward planning	***Action***	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HoD
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Examinations officer/HoD/subject teachers
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	Examinations officer/HoD/subject teachers
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Examination officer

** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

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Example risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HoD/subject teachers
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HoD/subject teachers
Authentication			
Candidate fails to sign authentification form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HoD/subject teachers
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HoD/subject teachers

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Example risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoD/subject teachers
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoD/subject teachers