

The Littlehampton Academy

Controlled Assessment Procedures

2011-12



The new unitised GCSE qualification replaces coursework with controlled assessment (internal assessment under controlled conditions). It is important that roles are clear and procedures follow to ensure consistency and security across the Academy.

Principles

When a student / teacher expresses concerns regarding assessment processes it is the responsibility of the Subject Leader / Examinations Office/ Assistant Principal (Curriculum) to:

- Discuss the issues with the student / subject specialist
- Follow the practice outlined below
- Where appropriate inform parent or carer / staff of concerns, and how the student / subject specialist is being supported

Aims

- To encourage confidence in the assessment process
- To develop understanding of the assessment process
- To provide equal opportunities to all
- To assist achievement

Practice

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.
- Schedule controlled assessments in the Academy calendar in preparation for the start of the academic year, and in the case of two year courses indicate dates for the next year of the process, from information provided by subject leaders
- Map overall resource management requirements for the year from the calendar information and advise subject leaders as to :
 - 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 have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

Subject Leaders

- 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.
- 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.

Subject 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.

Examinations Officers

- 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.

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.

Internal Appeals Procedure

- Awarding Bodies have established procedures for centres that are considering appeals Appeals against a decision made by an Awarding Body will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members of centre staff (in respect of a decision taken against them personally).
- Further information on appeals may be found in the qualification policy statement on Appeals on the Academy website.

Monitoring Arrangements

The Senior Leadership Team will monitor how well the arrangements are functioning. This will take the form of an annual report to the senior leadership team from the exams officer(s) and include feedback from subject leaders.