



The
Westminster
School



Controlled Assessment Policy 2016/2017

Safe Happy and Learning Together
*Building foundations and providing
opportunities to create confident,
aspirational and independent members of
our community.*

Approved by Governing Body on:

08/12/16

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The Westminster School is committed to offering equal opportunities to all students to the examinations system as laid down by the Code of Practice produced by the Joint Council for Qualification for GCSE, GCE, NVQ, BTEC, Entry Level, OCR Nationals, Diploma and City & Guilds.

Controlled Assessment is a form of internal assessment in GCSE and Entry Level, where the control levels are set for each stage of the assessment process; task setting; task taking and task making. These are completed and marked internally before being sent to an external moderator for a sample moderation.

It is the aim of The Westminster School that all students fulfil their examination potential. It is the responsibility of everyone involved in the exam process to read, understand and implement this policy.

The purpose of this policy is to ensure that the School has an efficient system in place for conducting controlled assessments. This enables all internal assessments to follow a format so that they run effectively. It also outlines responsibilities of relevant staff, planning and managing controlled assessments and risk management.

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Staff Responsibilities for Controlled Assessments

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 TLRs 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 have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.

TLRs

- Decide on the awarding body and specification for a particular GCSE/Entry Level
- Standardize 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.

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.
- 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.
- Contact exam boards and enter pupils where needed.
- 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.

- Arrange and send marks to be sent to exam boards in a timely manner, and organize for moderation samples to be sent off.

Special Educational Needs Coordinator

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

Candidates

- Candidates are responsible for signing a declaration that authenticates the internally assessed work as their own.

Controlled Assessments

The Westminster School follows the guidelines set out by JCQ in the *Instructions for Conducting Controlled Assessments*

Controlled assessment measures subject-specific skills that may not necessarily be tested by timed written papers. There are 3 levels of control:

High
Medium
Limited

A different level on 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.

This is set out by the qualifications regulators so there is consistency between the awarding bodies. This can take place at any time during the course but must be appropriate to the year in which the assessment is submitted to the awarding body.

Subject specifications will define the level of control and depending on this, controlled assessment may take place in the following places:

- In a normal timetabled lesson, or other defined session under supervised conditions;
- Entirely within the centre under supervision with controlled access to resources;
- Outside the centre and involve research with limited supervision.

Task Setting

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

Controlled assessment tasks may take many different forms and evidence may be appended to the candidate's final work by way of: printouts, copies of presentations, charts, photographs, letters, artifacts, videos, recordings or transcripts of interviews.

Where tasks are set by the awarding body, guidance will be provided to help teachers develop the task to best suit the centre, together with the needs of the students. This will help them to apply the marking criteria.

Specifications for the subject will explain the controlled assessment in detail and the teachers involved in the subject should ensure that students are clear on the assessment criteria. Any explanation or interpretation given by teaching staff must be general and not specific to a candidate's work.

Task Taking and Supervision

There are three levels of control that are used within controlled assessments. They are:

- High control - centres can select from a number of tasks set by the awarding body
- Medium control - centres can select from tasks set by awarding body or design their own task
- Limited control - centres design their own task

Supervision of the controlled assessments is affected by the level of control for each unit. For example, if the unit has a high control level, there must be direct supervision to complete tasks.

High Level of Control - Formal Supervision

If assessment is taking place in a teaching environment, any display work which might provide assistance must be covered or removed. Under high control candidates must:

- Be under direct supervision at all times
- Use only resources directed by the awarding body

- Not have access to email, the internet and mobile phones
- Complete all work independently
- Not communicate with other candidates
- Not be given assistance.

Medium Level of Control - Informal Supervision

The use of resources is more flexible and group work is normally permitted providing that any assessable outcomes can be attributed to individual candidates. Candidates do not need to be under direct supervision at all times. However, teaching staff must ensure that:

- All candidates participate in the assessment
- Plagiarism does not take place
- Work can be authenticated
- Sources used by a candidate are clearly recorded
- Each candidate's preparation for the final production of the work is their own

Limited Level of Control - 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. Candidate can:

- Have unlimited access to resources
- Use the internet
- Work in a group

Task Marking, Presentation and Authentication

Work must be presented in the timely manner and in correct order of units. Work submitted may include printouts, photographs, videos etc as well as witness statements from supervising teachers to record what a candidate has demonstrated. If videos/photographs are taken, photo permission must be obtained from parents/carers.

Moderated or externally marked work should be typed or written on appropriate sized paper in a plain cover or folder. The cover or folder should contain the work and awarding body cover sheet and be clearly marked with the candidate's name and exam number, centre number, specification title and unit title.

All candidates are required to sign a declaration before submitting work to their teacher for final assessment confirming that the work is theirs alone and that any assistance given and sources used have been acknowledged. This is a statutory regulation and if candidates cannot confirm this a mark of zero should be recorded.

Keeping Materials Secure

Awarding bodies will provide subject specific information on the security levels for controlled assessments through teachers' notes and guidance for each specification.

Materials will normally be made available to centres in one of the following ways:

- As electronic files to download from an awarding body's secure website
- In printed form in the post
- On a password protected CD

All assessment materials issued by an awarding body, including mark schemes **must** be kept secure throughout the assessment process.

Candidates' work including preparatory work for assessment **must** be stored securely in a locked cabinet. Work produced over several sessions must be collected at the end of each session and stored securely, work produced electronically must be saved securely to ensure that it cannot be amended between sessions. Work stored on a memory stick should also be collected at the end of the session. Preparatory work should remain in secure storage until marks have been submitted to the awarding body.

Where there is a practical need, secure storage may be in a classroom, studio or workshop which is locked from the end of one session to the start of the next.

Work that is not required for moderation purposes must be stored securely until all possible post-results services have been exhausted.

The Equality Act

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful, meaning that schools cannot discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

The Westminster School will meet the Equality Act 2010 by ensuring that the exams centre is accessible to all.

Access Arrangements and Special Consideration

Access Arrangements

The SENCo will inform subject teachers of candidates who are embarking on a course leading to an exam, and the date of that exam. The SENCo/Exams Officer can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the current assessment *Wide Range Achievement Test 4 (WRAT4)*. This is verified by the JCQ Form 8, completed by the SENCo.

Special Consideration Absence

Special consideration may be applied for if a candidate is long-term absence during the terminal exam series, when the assessment takes place and meets the published criteria.

A candidate may be eligible for special consideration if they meet the following:

- The whole qualification has been covered and the candidate has been fully prepared for the relevant controlled assessment unit/component.
- The candidate was unable to complete the relevant controlled assessment at the same time as their peers for an acceptable reason i.e. a temporary injury, illness or other indisposition.
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the controlled assessment in a subsequent supervised session, including the consideration of a short extension.
- The centre can clearly set out why the controlled assessment could not be completed in the terminal exam series by means of an agreed extension
- The candidate has completed at least 50% of the total assessment.
- The centre supports the application for special consideration

Awarding bodies will accept a reduced quantity of work as long as all of the following criteria are met:

- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work and all the assessment objectives have been covered at least once.

Loss of Work

Special consideration is only available for loss of work if it is the responsibility of the centre and not the candidate. The centre will need to verify that the work was completed or partially completed and had been monitored whilst it was in progress.

Only the exams officer can apply for special consideration. Awarding bodies will not accept any applications applied for by anyone else.

Once the exams officer is informed of the situation and receives all the relevant documentation they will forward a completed special consideration form to the relevant awarding body.

Malpractice

It is important that when controlled assessment is completed all rules and regulations are adhered to.

If while marking/standardising a teacher suspects a candidate of malpractice, they should inform the Assistant Head Teacher for Curriculum and Assessment and the Exams Officer.

If the candidate has not signed the authentication statement a teacher must record on the record form which work is not the candidate's own.

If the teacher identifies malpractice after the candidate has signed the authentication statement it is the responsibility of the Head of Centre to inform the relevant awarding body.

If an examiner or moderator identifies malpractice the awarding body will require the Head of Centre to conduct a full investigation and report the findings.

Once the candidate has signed the authentication statement and malpractice is found by the awarding body they will apply one of the following penalties:

- The piece of work will be awarded zero marks
- The candidate will be disqualified from that unit/component for that exam series
- The candidate will be disqualified from the whole subject for that exam series

- The candidate will be disqualified from all subjects and barred from re-entering for a period of time.

Appeals

Appeals against internal assessments

The Westminster School is committed to ensuring that whenever its staff assesses students' work for external qualifications; this is done fairly, consistently and in accordance with the qualification specification. Candidates' work should be produced and authenticated according to the requirements of the awarding body. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

The main points are:

- Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series.
- Appeals should be made in writing to the Head of Centre who will investigate the appeal. The Head of Centre will appoint a member of the senior leadership team to conduct the investigation.
- The member of staff conducting the investigation will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the series.
- The candidate will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of work and any changes made to improve matters in the future.
- A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work as been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. This is outside of the control of the school and is not covered by this appeal.

Results

Candidates will receive individual results slips on results day in person at the centre or alternatively if the candidate is unable to collect their results in person, the Exams Officer will post them out to their home address. Arrangements for the centre to be open on results day and the provision of staff is the responsibility of the Exams Officer.

If a result is queried, the exams officer, Assistant Head Teacher, or head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

Centre staff may request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.