



Non Examination Assessments & Controlled Assessments Policy.

2019/20

What are non – examination assessments?

Non- examination assessments measure subject specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are :

- Task setting;
- Task taking;
- Task marking

Candidates **do not** need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres **must** always check the subject-specific requirements issued by the awarding body.

What is controlled assessment?

Controlled assessment is internal assessment that replaces GCSE coursework from September 2010 and it also contributes to principle learning in vocational qualifications. It has been introduced by the Qualifications and Curriculum Development Agency to address some of the issues raised in coursework, such as plagiarism, teacher assistance and parental intervention.

Key Features:

- Enables a more integrated approach to teaching and learning and assessment
- Provides an increased facility to ensure that work is the students' own
- Enables teachers to choose the timing of the controlled assessment.
- Enables teachers to select from a choice of tasks and contextualise them.
- Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning.
- Usually takes place in the classroom, within the normal timetable.
- Features levels of control designed to maximise reliability and authenticity.

Process of controlled assessment:

Levels of control;

As the name suggests, it applies increased control over assessment of students' work at three critical points:

- Task setting
- Task taking
- Task marking

Each stage has a level of control (high, medium or low) to ensure reliability and authenticity and to make assessments more manageable for teachers and students.

Teachers will ensure that the correct level of control is enforced at the appropriate time by following the instructions given in their chosen specifications.

Formal supervision (high level of control)

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 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.

Informal supervision (medium level of 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 that an individual candidate submits for assessment is his/her own

Limited supervision (low level of control):

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.

Advice and feedback:

Category of advice/feedback	High control	Medium control	Limited control
<ul style="list-style-type: none"> Review candidates' work and provide oral and written advice at a general level 	X	✓	✓
<ul style="list-style-type: none"> Evaluate progress to date and propose broad approaches for improvement 	X	✓	✓
<ul style="list-style-type: none"> Allow candidates to revise and redraft work. 	X	✓	✓
<ul style="list-style-type: none"> Provide detailed specific advice on how to improve drafts to meet assessment criteria 	X	X	X
<ul style="list-style-type: none"> Give detailed feedback on errors and admissions which leave candidates with no opportunity to show initiative themselves. 	X	X	X
<ul style="list-style-type: none"> Intervene personally to improve the presentation or content of work. 	X	X	X

Presentation of work

- Allow candidates to word process their work if practicable.
The regulations detailed in section 8 of the JCQ document *Instructions for conducting examinations* do not apply to controlled assessment.
- Instruct candidates to insert the following details on each page as a header or footer
 - 5 digit centre number;
 - Candidate number;
 - Unit/component code
- Allow candidates to use the spell/grammar check when they are word processing unless the specification or subject-specific guidance states otherwise.
- Encourage candidates submitting handwritten work to use black ink and write legibly.
- Submit word – processed or handwritten work on A4 paper unless the specification states otherwise.

6. Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.
7. Consider insuring valuable or fragile materials against loss or damage that occurs during moderation or in transit.
8. Do not include items of real or sentimental value such as photographs or certificates.
9. Obtain informed consent from parents/carers if videos or photographs/images of candidates are being included as evidence of participation or contribution.
10. Remove bulky covers and folders before work is sent for moderation or external marking.
11. Ensure that each candidate's work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work.

Task marking

Teachers will mark work using the marking description and other guidance provided by the examination board. Task marking has either a high or medium control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as the coursework.

The objective is to provide evidence to indicate **how and why** marks have been awarded to facilitate the standardisation of marking within the centre, and to enable the moderator to check that marking is in line with the assessment criteria. If the moderator cannot find evidence to justify the marks awarded to a candidate, the work may be returned to the centre for further explanation or the mark may be adjusted.

Annotating the work:

- Follow guidance in the relevant specification and associated subject-specific documents.
- Provide evidence to support your marks. Identify the assessment criteria that have been met.
- Be clear and unambiguous.
- Use key phrases from the criteria. For example awareness of values, uses a variety of techniques, selects appropriate data.
- Insert annotations at the appropriate point in the work – in the margin or in the text – or write comments on the cover sheet.

The work will be standardised internally and prepared for external moderation in line with the requirements set by the examination board. Departments must not release or dispose of students work until after the closing date for enquiries about results or any subsequent appeal. Any concerns about malpractice should be discussed with the examinations officer. Guidance is provided in the Joint Council for Qualifications booklet *instructions for conducting controlled assessments* together with form JCQ/M1. Copies of the booklet and form can be found at www.jcq.org.uk

Authentication procedures

All candidates must sign a declaration to confirm that the work they submit for assessment is their own unaided work. Awarding bodies will issue documentation for this purpose.

Signed candidate declarations must be kept on file until the deadline for an enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by a JCQ Centre Inspector.

Teachers confirm that the work:

- Is solely that of the candidate concerned;
- Was completed under the required conditions.

Teachers must be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

If you are unable to confirm that the work presented by a candidate is his/her own:

- Do not accept the candidate's work for assessment;
- Record a mark of zero for the work.

If you are concerned that malpractice may have occurred, you must inform your head of department.

Storage of Work

Throughout the assessment period, all assessment materials (including mark schemes and student work) must be stored securely, usually in a locked cabinet/cupboard. Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate, research folders/diaries. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks etc. should also be collected in after each session.

In some cases, where students are producing artefacts in design and technology or artwork in art and design, the locked classroom, studio or workshop will count as secure storage.

Completed work must be stored securely and not returned to students until after the closing date for enquiries about results for the series concerned.

Access arrangements:

These apply equally to controlled and external assessments, for example use of practical assistants, readers or additional time. Further details are available on the Joint Council for Qualifications (JCQ) website (www.jcq.or.guk/exams_office)

The SENCO will identify students requiring special consideration and applications will be made on behalf of these students by the exams officer.

Responsibility of staff in the implementation of the controlled assessment policy

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 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
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all the staff involved have a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.

Subject Leader

- Read the guidance within the subject specification to ensure that controlled assessments are completed under the correct level of supervision.
- Decide on the awarding body and specification for a particular GCSE
- Standardize internally the marking of all the teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand the responsibilities with regards 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.
- The controlled assessment (CA) may take place during timetabled class time.
- Plan when and how the assessment will take place, taking into account the accommodation and resources required.
- Relevant display materials must be removed or covered up.
- If work is saved on memory sticks these must be collected in after each session and locked away safely.
- If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- Entries for controlled assessment must be made at the appropriate time.
- HoD to keep attendance and seating plan records for CA's completed in their subjects.
- If suspected malpractice occurs, the exams officer must be informed.
- If a student's work is lost within the school, this must be reported to the board via the exam officer.
- Authentication forms must be signed by the teachers and candidates and passed to HoD who needs to securely store them with the completed works.
- The assessment marks must be submitted to the exam board by the appropriate date.
- Candidates work must be securely stored until all the results have been verified.
- Re-sits of controlled assessment may be allowed in the next exam session.
- After the results are published it may be possible to request re-moderation of the work.

- Make appropriate plans for the organisation of the completion of the controlled assessment by students which meet the specification of the requirements.
- Sign annual checklist to confirm they have read the CA requirements for their subject specification and know how to carry them out correctly and securely and are aware of how to prepare for the moderator and store work securely (Please see Appendix 1)

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 the 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.
- Attendance records and seating plans from assessment sessions should be produced by the class teacher and passed to HoD.
- Where the specification permits students to work with others, e.g during collection of data, any descriptions of the joint work must be in each candidate's own words.

Exams Officer

- 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 mark sheets for teaching staff to use, and collect and send mark sheets 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.
- For long absences, special consideration should be applied for.

- Share this document with the head of departments on an annual basis, collecting controlled assessment headlines from each.
- Support head of departments as required in the management of controlled assessment so that the organisation of the sessions, storage and submission of work is in line with the regulations outlined in the document.

Appeals for coursework and internal assessments

If it is deemed by a student that an assessment grade is unfair, it can be appealed against. The appeals procedure includes :

1. Formally recognising the appeal.
2. Promptly responding with clear stated times
3. Three stages that give both staff and students an opportunity to submit complaints
4. Constructive feedback to the candidate.

The stages of the appeals process

1. If an assessment decision is disputed, the candidate must give a reason within one week of the work being returned. The teacher will consider the reasons given and an immediate response which must be:
 - a) A clear explanation in writing of the assessment decision relating to the assessment criteria;
 - b) A new decision or confirmation of the original decision.
2. If the candidate is still dissatisfied, then the assessor will use an agreed internal verifier who will:
3. A) Assess the candidate's written work against the assessment criteria.
B) Provide a written explanation and a new assessment decision, which may or may not confirm the original decision. This will take in to account a) the candidates reasons for appeal; b) the candidate's evidence and assessment records; c) the assessors' reasons for the decision. The internal verifier will give a reconsidered decision with five working days in writing.
4. If the candidate is still dissatisfied, after stage 2, they have the right to appeal to Mrs Vicky Setters, Executive Head. The independent verifier who acted at stage 2 will pass on the details should the case research this stage. Mrs Setters will respond to the candidate within 24 hours of the matter reaching stage 3. His response will include a) a written explanation and confirmation of the assessment and decision; b) the assessment record sheet; c) any written comments from the internal verifier; d) the final decision based on the evidence and assessment criteria. The decision at this stage will be final.

Appendix 1**Annual Controlled Assessment Checklist**

Please tick the box to confirm that these actions will be carried out by your department during the academic year.

Action to be taken:	Please tick:
Read the SSFN non examination assessment and controlled assessment policy.	
Read the subject specification and be aware of the level of supervision required for the controlled absence.	
Keep work securely during completion and once it has been marked.	
Ensure that use of resources including ICT is appropriate for task and level of supervision.	
Ensure cover sheets are completed, signed and kept securely with the student's work.	
Marks will be recorded for completed work.	
Seek further advice from the exams officer when required.	
Ensure that marked work has been annotated correctly, showing how and why marks have been awarded.	
Ensure CAPS have been completed and returned to exams officer two weeks in advance of the controlled assessment.	
Ensure that the individual teachers within the department understand their responsibilities and level of security with regard to the controlled assessment.	
Ensure that exam board guidance and exemplar work is used to support the accuracy of marking.	
Standardise internally the marking of all teachers involved in assessing an internally assessed component.	
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.	
Make appropriate plans for the organisation of the completion of the controlled assessment by students which meet the specification requirements.	

Please retain this copy for your reference during the academic year.

ANNUAL CONTROLLED ASSESSMENT CHECKLIST

- ✓ Read the SSFN non examination assessment and controlled assessment policy.
- ✓ Read the subject specification and be aware of the level of supervision required for the controlled absence.
- ✓ Keep work securely during completion and once it has been marked.
- ✓ Ensure that use of resources including ICT is appropriate for task and level of supervision.
- ✓ Ensure cover sheets are completed, signed and kept securely with the student's work.
- ✓ Marks will be recorded for completed work
- ✓ Seek further advice from the exams officer when required.
- ✓ Ensure that marked work has been annotated correctly, showing how and why marks have been awarded.
- ✓ Ensure CAPS have been completed and returned to exams officer two weeks in advance of the controlled assessment.
- ✓ Ensure that the individual teachers within the department understand their responsibilities and level of security with regard to the controlled assessment.
- ✓ Ensure that exam board guidance and exemplar work is used to support the accuracy of marking.
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- ✓ Make appropriate plans for the organisation of the completion of the controlled assessment by students which meet the specification requirements.

