



**SOUTH NEWCASTLE FEDERATION
CLAYTON HALL BUSINESS AND LANGUAGE COLLEGE
and
NCHS – THE SCIENCE COLLEGE**



POLICY

ON

Federation Controlled Assessment

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DATE OF APPROVAL BY FULL GOVERNING BODY	January 2013
REVIEW DATE	January 2014
RESPONSIBLE FOR DAY TO DAY MANAGEMENT	QN & Programme Leader
RESPONSIBLE FOR REVIEW	QN & Programme Leader

SOUTH NEWCASTLE FEDERATION

CONTROLLED ASSESSMENT POLICY

Outlining staff responsibilities - GCSE controlled assessment

Senior management team

- To be 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, to begin coordinating with heads of department to schedule controlled assessments, ensuring that they are spread throughout the academic years of key stage 4.
- To 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 staff involved have a calendar of events
- To publish and update an internal appeals policy for controlled assessments that goes to all staff and Parents. On this document, it will be made clear to students and Parents that this is a **compulsory** component of the external examinations as set down by the examination boards, to be sat under examination conditions and if a **student is absent for any reason whatsoever** then they will have to make the time up that they have missed and this may involve "compulsory" after school sessions.

Heads of department

- 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.

- To follow a common approach in the lead up/aftermath of a controlled assessment, as agreed with other HoDs and the SMT member responsible for controlled assessments.

Common approach as agreed with Heads of Department/Faculty.

1. To inform the SMT member responsible for coordinating controlled assessment at least three weeks in advance, of the arrangements that are anticipated being made to ensure the smooth running of the assessment.
2. To publish on Parent Mail/School's web site a statement indicating the forthcoming assessment and informing Parents of the content and length of the assessment.
3. To ensure that staff and pupils are fully aware of the conditions in which the assessment is to be undertaken.
4. To ensure that relevant display materials are removed or covered up as necessary.
5. To ensure that marking is completed and the results fed back to the students, where appropriate/possible as soon as is practically possible.
6. To go through any rubric clearly, ensuring that pupils are fully aware of what they need to do at the start 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.
- 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 Consortium.

- 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 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 management 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.

Andy Dale, Nicky Topley November 2012