



Finham Park 2 Controlled Assessments Policy

*NOTE: The Finham Park 2 Examinations Policy **must** be read prior to this policy. The Examinations Policy provides a wider overview of the process for entering candidates, and this policy only relates to aspect specific to Controlled Assessments*

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Section 1: Purpose of the Controlled Assessments Policy

GCSEs now have controlled assessments to replace the element of coursework in the assessment procedure. These will take place in the majority of GCSE and GCE subjects. Controlled Assessment measures specific skills that may not necessarily be tested by external assessment.

Individual Subject leaders will need to plan for controlled assessment as part of the teaching and learning programme, but it is vital that we have an overall strategy for managing and supporting this process.

The purpose of this controlled assessment policy is:

- To ensure the planning and management of controlled assessments is conducted efficiently and in the best interests of candidates

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The controlled assessments policy will be reviewed every year.

The controlled assessments policy will be reviewed by the Examinations Manager.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Section 2: Principles of Controlled Assessments

Controlled assessment is split into three stages: task setting, task taking and task marking. For each, a level of control will be set, high, medium or low; each stage can have a different level of control and each subject will have its own set of controls.

All staff undertaking controlled assessments must be absolutely clear which parts of the CA require:

1. Formal supervision (High level of control).

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. Normally only research folders or diaries will be permitted.

Examination conditions, the use of external invigilators and the displaying of the relevant JCQ Notices are not required. However, teachers must ensure that any display material in the teaching environment which might provide assistance is removed or covered.

It is not necessary for all candidates at a centre to write up controlled assessments at the same time. Centres may schedule a number of assessment sessions to accommodate cohort size and availability.

2. Informal Supervision (Medium level of control).



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.

3. Limited Supervision (Low level of control).

- 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.
- This is the section of the assessment where pupils may work outside the centre. Staff should check whether pupils can bring in results in an electronic as well as written form.
- The teacher must inspect the pupils' research and be satisfied that it does not contain inappropriate material such as a plan or a model answer.
- Allocation of time for the research must follow the time indicated by the examination board.
- Teachers can offer limited guidance on research, such as the suitability of a chosen topic or where to find relevant information.
- Once the research time is over, the teacher must collect the research folders and keep them in a secure place.

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

- In normal timetabled lesson or other defined session under supervised conditions
- Entirely within Finham Park under supervision with controlled access to resources
- Outside Finham park and involve research with limited supervision

At least 40% of the assessment (which could include controlled assessment and external examinations) must be taken at the end of the course. This terminal rule defines the end of the course as the examination series in which the qualification is certified.



Section 3: Individual responsibilities

The head of centre:

- Has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- Is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document "*Suspected malpractice in examinations and assessments*" (more information can be found here: www.jcq.org.uk/exams-office/malpractice)

Exams manager:

- Liaise as necessary with the senior leadership team, subject departments and individual teachers
- Enter students for individual units, including controlled assessment units and externally examined units
- Be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding organisations and teachers
- Advises the senior leadership team, subject and class tutors, and other relevant support staff on controlled assessment submission deadlines as set by the various awarding bodies.
- Provides and confirms detailed data on estimated entries.
- Administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication "*A guide to the special consideration process*" (more information can be found here: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/a-guide-to-the-special-consideration-process-2018-2019>)

Leadership team:

- The senior leadership team has overall responsibility for ensuring that controlled assessments operate successfully. This involves:
- Ensuring that all staff understand their roles and responsibilities
- Dealing with issues that arise
- Monitoring the operation of controlled assessments

Subject Leaders:

- In consultation with the Assistant Head; Teacher & Learning/Outcomes, decide on timings of assessment to meet requirements of terminal assessment in consultation with the DH curriculum to avoid students overload
- Arrange internal standardisation of marking by all teachers involved in assessing an internally assessed component
- Ensure that all teachers understand their roles and responsibilities in controlled assessment and are familiar with the requirements of the GCSE specification
- Ensure schemes of work incorporate controlled assessment appropriately



- Consult with the special educational needs coordinator (SENCO) on additional arrangements, which might be needed for particular candidates
- Make contingency arrangements for the event of absences by candidates or teacher
- Arrange for secure storage of candidates' work.

Teachers:

- Decide how the controlled assessment should be incorporated into the scheme of work
- To provide a coherent sequence of learning and ensure students are well-prepared for the controlled assessment
- Provide information as necessary to the subject department (on planning of teaching) and to the exams office (individual unit codes, planned dates of assessment)
- Book facilities, resources and any specialist requirements needed for the controlled assessment
- Obtain confidential materials and tasks set by the awarding organisation
- Supervise assessments, applying the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher
- Store candidates' work securely.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer

Candidates are responsible for:

- Understanding coursework and controlled assessment regulations and signing a declaration that authenticates the coursework as their own

The site staff and administrative staff are responsible for:

- Ensuring all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for controlled assessment tasks
- Arranging any additional equipment or materials which will be needed for the controlled assessment task well in advance
- Resolving any timetabling clashes for accommodation or facilities
- Ensuring, in liaison as necessary with teachers and the exams office, that suitable secure storage exists for candidates' work

Section 4: Security of Work

- Candidates' work for assessment must be stored securely within the centre
- Work may be stored either by subject departments or the exams office. Secure storage is defined as a secure locked cabinet or cupboard
- Work produced over several sessions, including, if appropriate, record folders/diaries 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 memory sticks should also be collected in at the end of each session
- Where there is a practical need, secure storage may be defined as a classroom, a studio or a workshop which is locked from the end of one session to the start of the next. This alternative may be implemented on practical grounds given the nature of the assessment, the need to allow work to dry overnight, or the size or delicacy of some items of work
- It is permissible for teachers to take work home to mark, provided that they take sensible precautions regarding its security
- After assessment, candidates work must be stored securely until all possible post-results have been exhausted, or if post-results services have been requested after the review of results/appeal has been completed

Section 5: Absent Candidates

- Candidates absent on the day of the assessment should be give appropriate time to catch up with their work, provided it is produced under the same level of control

Section 6: Procedures to be followed

The procedures adopted by departments need to ensure that:

- Controlled assessments are suitably incorporated into schemes of work
- Advance planning, from the beginning of GCSE teaching, to avoid missing deadlines and compromising students' achievement in the GCSE
- The relevant staff have all the necessary information from the awarding organisation concerning the assessment task and the controls which need to be applied to it
- Additional arrangements for candidates with special educational needs are clearly set out
- Contingency arrangements are made in the event that a planned assessment cannot take place for some or all of the candidates are in place
- Internal standardisation of marking is carried out for all teachers involved in assessing an internally assessed component
- Candidates' work is kept in suitable storage
- The necessary data records are kept and submitted to the awarding organisation by the specified dates.

It is the responsibility of Subject Leaders to ensure that all internal assessment sample work is ready for despatch at the correct time. The examinations officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent. Marks for all internally assessed work and estimated grades are provided to the examinations office by the Subject Leaders.



Section 7:

Resits

It is possible for students to resit controlled assessment, and we potentially be able to offer this service to students at Finham Park 2.

If cashing in is delayed the terminal rule will need to be adhered to and may result in students re-sitting units already achieved.

Section 8:

Review of marking

Candidates must also be given the opportunity to request a review of the centre's marking if they can identify issues in the application of the mark scheme, or the wider teaching and learning such as appropriate teacher knowledge, training, understanding and skill in centre assessed marking. Candidates may also base a review on weaknesses in the co-ordination and standardisation of marking.

Students should be informed of their centre-assessed mark so they may request a review of the centre's marking before marks are submitted to the relevant awarding body.

Students should be informed that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of their assessment. These materials must be made available to candidates in a prompt and accessible manner.

Students must be given sufficient time to review copies of materials and reach a decision over whether to request a review of marking. If a review is requested, this must be made in writing.

Reviews must be completed, and candidates informed of the outcome in writing, prior to the awarding body's deadline.

After the review of marking has been completed, if the student wants to appeal against the result, they should be referred to the separate Internal Appeals Policy document (see Appendix A). This is also available from the examinations office.

Appeals against internal assessments must be made by the 31st March for the summer series.



Appendix A:

Internal Appeals Policy

The procedure should be followed by a candidate disagreeing with decisions made by a teacher about internally assessed examination work (e.g. coursework marks). If the disagreement cannot be resolved by discussion between the teacher and the candidate concerned, then the candidate may appeal to the examinations officer, who will put the agreed appeals process into action. This will be the final stage in the normal process of considering and resolving disputes. It is expected that it will only be used in exceptional circumstances.

The Examinations Manager is in overall charge of managing appeals relating to internal assessments.

If a student wishes to appeal about his/her internal assessment marks, then the following procedures should be followed:

- The appeal should be made in writing to the Examinations Manager, stating the details of the complaint and the reasons for the appeal
- The appeal must be submitted before the end of the first week in May of the year in which the written examinations are taken although this deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time
- The teacher(s) concerned in marking assessing the work which is the subject of the appeal will be given a copy of the complaint and will respond in writing to the Examinations Manager; a copy of this will be given to the student
- If the student is not happy with the written response they have received, he/she can then request a personal hearing before an appeals panel
- The appeals panel will consist of the Examinations Manager and two of the following – the relevant College Leader; an Assistant or Deputy Head; a school governor – none of these should have dealt previously with the appeal
- The request for a personal hearing should be made within two days of the receipt of the written reply to the initial appeal
- The candidate will be given at least two days' notice of the hearing date
- A breakdown of the marks will be given to the candidate in advance of the appeal
- The candidate may bring a parent/guardian to the hearing
- The teacher(s) involved will be present at the hearing
- The Examinations Manager will convey the outcome of the appeal and the reasons for that outcome in writing to the candidate
- The school will maintain a written record of all appeals
- The school will inform the Awarding Body (Examination Board) of any change to an internally assessed mark as a result of an appeal



FINHAM PARK 2 SCHOOL

INTERNAL APPEALS APPLICATION

Please complete and return to the Examinations Officer, Finham Park 2, Torrington Avenue, Coventry, CV4 9WT

Candidates Full Name: _____

Subject (if applicable): _____

Teacher/Staff member: _____

Details of Appeal:

Reason for Appeal:

If needed, please continue on additional page(s) and attach to this sheet.

Signed: _____

Date: _____



Controlled Assessment Policy

Written by S. Riley

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Approved by R. Plester

January 2019

Next review date:

January 2020

Signed:

RUSSELL PLESTER

Headteacher