

Coursework and Controlled Assessment Policy

Coursework and controlled assessment are defined as work assigned to and completed by a student during a course of study; it is evaluated as part of the student's final grade in the course.

It was ratified by the Samuel Ward Academy Local Governing Body on:	October 2016
Review date:	2018



1. Coursework and Controlled Assessment

1.1 Definition

Coursework and controlled assessment are defined as work assigned to and completed by a student during a course of study; it is evaluated as part of the student's final grade in the course

Controlled Assessment is a set of controls, introduced by the Qualifications and Curriculum Development Agency (QCDA) to ensure the validity and reliability of work completed outside of the examination hall and to enable assessors to confidently authenticate students' work.

1.2 Purpose

Coursework and Controlled Assessment forms an element of the assessment procedures in both internal and external assessment (through the public examination system) of students in many subjects. Ensuring the validity of the marks produced from Coursework and Controlled Assessment is vital in maintaining the integrity and reputation of the academy in the assessment of its students.

The exact requirements for coursework and controlled assessments vary dramatically between subjects/exam boards. Therefore each subject department is responsible for:

- Developing, maintaining and implementing its own internal assessment procedures within the parameters of the whole school policy for Assessment, Recording & Reporting and these should be evidenced in ongoing departmental practice;
- Implementing the procedures for setting, scheduling, marking, standardising, moderating and administering external Coursework and Controlled Assessment as regulated by the examination boards.

1.3 Aims

- To ensure controlled assessments are carried out in accordance with both the JCQ guidance and the examination body requirements.
- To ensure staff are aware of and have copies of the Instructions for conducting Controlled Assessments issued by the JCQ
- To ensure controlled assessments are marked in accordance with examination board requirements
- To ensure staff/students/parents know about controlled assessments under the new regulations.
- To ensure staff understand the responsibilities involved in controlled assessments.
- To ensure controlled assessments are planned in order to maximise the benefits for the students whilst minimising the impact on other curriculum areas.
- To ensure staff are aware of the procedures required in organising controlled assessments

1.4 Controlled assessment

Is an internal assessment that replaces coursework in GCSEs. It is used for those aspects of a subject which cannot be readily assessed by an external examination, for example:

- undertaking research and gathering, selecting and organising materials and information
- planning investigations
- carrying out investigations and/or tasks
- performance and production skills
- working with others and devising creative approaches
- extracting and interpreting information from a range of different sources

- selecting and applying tactics, strategies and compositional ideas
- taking informed and responsible action
- analysis and evaluation of processes and products
- presenting ideas and arguments supported by evidence.

1.5 Stages and Levels of Control

There are three stages in controlled assessment:

- task-setting
- task-taking
- task-marking.

The 'level of control' for each stage of assessment is specified – as high, medium or low – to ensure reliability and authenticity and to make assessments more manageable for staff and students. The levels of control determine who sets the assessment, the conditions for carrying out the assessment and who marks the assessment. Teaching staff should consult the examining body specification to find out the details of each controlled assessment and how the controls are applied.

1.6 Task setting

Task setting outlines:

- Who will set the task e.g. awarding body and/or teachers
- What students have to do.

Teacher-set tasks must be developed in line with awarding body requirements.

For example:

High Control – the awarding body sets the task

Medium Control – teachers can set the task with guidance from the awarding body.

1.7 Task taking

Task taking outlines how students go about taking the task and can be split into stages e.g. Research, Analysis and Write up. Each stage can have different controls e.g.:

- Research

Low Control – students can work unsupervised outside the classroom

- Analysis

Medium Control – students do their analysis and selection under informal supervision

- The use of resources is not tightly prescribed
- Candidates do not need to be under direct supervision at all times.
- Group work is normally permitted however staff must ensure that
 - All candidates participate in the assessment
 - All assessable outcomes can be attributed to individual candidates.
- Plagiarism must 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.
- Write-up
 - High Control* – students write up their task in a supervised, classroom environment.
 - Candidates must be under direct supervision at all times.
 - Access to email, the internet and mobile phones must not be permitted.
 - Candidates must not use a mobile phone or any other electronic communication device during a session which is subject to a high control.
 - Candidates must complete all work independently and must not communicate with each other.
 - No assistance can be given.
 - All display material in the teaching environment which might provide assistance is removed or covered.
 - Teachers should record the date and time of the assessment, the name of the person supervising plus the name of the invigilator (if applicable) and keep a log of any incidents which occur during the course of the assessment. It is recommended that the teacher records which candidates were present for the assessment, as well as those who were absent.

Please refer to the Joint Council for Qualifications "Instructions for Conducting Controlled Assessments"

Information on:

- Resources
- Completing the task
- Collaboration
- Feedback
- Presentation
- Authentication Procedures

1.8 Task marking

Task marking outlines who will do the marking e.g. awarding bodies and/or teachers this varies between subjects and examination boards. Staff involved in marking must refer carefully to the details issued by the examination body for their specification.

2. Responsibilities

2.1 Senior Leadership Team

Vice-Principal (assessment, reporting and recording)

- Accountable for the safe and secure conduct of controlled assessments.
- Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Create, publish and update the academy policy for controlled assessments
- Ensure all staff understand their roles and responsibilities for controlled assessments
- Create, publish and update an internal appeals policy for controlled assessments.
- Monitors the operation of controlled assessments

Vice-Principal (Curriculum)

- Maps 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

2.2 Teaching and Learning Leaders

- Decide on the awarding body and specification for a particular GCSE.
- Understands fully the requirements and details for the specification chosen.
- Organises the planning and timing of the curriculum for their subject, including any controlled assessments, ensuring that the time allocated to controlled assessments is appropriate.
- Issues clear deadlines, agreed with the senior leadership team and all teachers in the department, to students, staff and parents and shared with all relevant parties e.g. Directors of Faculty, Directors of Learning and Progress Leaders
- 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.
- Develops, maintains and implements its own internal assessment procedures within the parameters of the whole school policy for Assessment, Recording & Reporting and ensures these can be evidenced in ongoing departmental practice;
- Arrange internal standardisation of 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 - through appropriate use of CPD and departmental meetings.
- 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.
- Consult with SENCo on additional arrangements which may be required for individual candidates.
- Make contingency arrangements for the event of absences by candidates or teacher
- Arrange for secure storage of candidates' work.
- 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.
- Make examination entries for each element of the specification (and the overall specification) by the deadline set by the Examinations Officer (ExO)
- Ensure controlled assessments are marked, moderated and sent off in accordance to the specification by the deadlines set by ExO and the examination body.
- SEND the coursework/controlled assessment for all SEND candidates must be sent to the examiner/moderator in addition to the sample requested. A pre-populated scribe cover sheet must be printed and must be securely attached to the script.
- When a temporary injury at the time of the controlled assessment/coursework gives rise to the need for a scribe. Teaching and Learning Leaders will need to contact the ExO so that an emergency application can be processed and a pre-populated scribe cover sheet printed. This must be agreed by the Exam Board before the controlled assessment takes place.

3. 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.
- Contribute to decisions about the selection of specification, controlled assessment task and how it should be incorporated into the scheme of work to provide a coherent sequence of learning.
- Ensure students are well prepared for the controlled assessment.
- Provide information as necessary to the TLL and ExO
- Book facilities, resources and any specialist requirements needed for the controlled assessment – including ICT, LSAs etc.
- 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.

4. Exams office staff

- Issue a copy of the Instructions for Conducting Controlled Assessments to all teaching staff and publish it on the academy intranet at the start of the academic year. This ensures all staff are aware of the guidance for carrying out controlled assessments.
- Liaise as necessary with senior leadership team, TLL and individual teachers.
- Issue entry information and any relevant examination material to TLLs / subject 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 leadership team.

5. Special educational needs coordinator

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

6. Site staff and administrative staff

Depending on the resources involved site and administrative staff might have a significant role in:

- 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.

APPENDIX A

Procedure for Controlled Assessment

This procedure has been written to make planning and preparation easier for all Teaching and Learning Leaders.

High / medium level controlled assessment need to be placed on the Samuel Ward Academy calendar.

Controlled assessments need to be carried out under the specific guidance of individual subject specification.

Two weeks prior to the commencement of high / medium level controlled assessment

The following information is required:

- Academic Week
- Day
- Date
- Period
- Room
- Duration
- If an invigilator is needed (not required but can support in ensuring that the regulations are met)

The Examinations Office will respond by email:

- Confirming that the controlled assessment has been logged
- The name of the invigilator (if required)
- Sending a candidate authentication statement as an attachment

Teaching and Learning Leaders to Inform SEN Department

Teaching and Learning Leaders must contact the SEN department, to check that none of their students require support during their Controlled Assessment.

(Reminder: Students that require additional support for examinations are also entitled to the support during the high/medium level controlled assessment).

Teaching and Learning Leaders to Inform ICT Department

If IT is required please inform the ICT customer support, so that they can ensure that appropriate accounts can be set up.

If IT is being used please ensure that the guidelines in the specification are being used if students are not permitted access to the internet please ensure these instructions are given to ICT support.

On the Day of the Controlled assessment

- A no entry sign needs to be displayed on the door of the classroom
- A mobile phone sign needs to be displayed inside the classroom

The invigilator (if required) will arrive 15 minutes prior to the start of the assessment. The invigilator will need to be briefed:

- On the requirements of the assessment
- On what students are permitted to have e.g. written notes, text books etc
- The invigilator will be there to support the teacher in ensuring examination regulations, standards are maintained
- Mobile phones must be collected/placed out of students' possession
- Calculator lids to be removed and either placed on the floor under the desk or in a bag out of the students' reach.

The teacher must remain present for the duration of the assessment.

(A suggestion: an attendance register might be useful)

At The End of a Controlled Assessment

Each student will need to complete a controlled assessment authentication declaration before handing in their finished work.

All work must be stored securely

Please be aware that during May and June – invigilators will be booked for external examinations as a priority.

Academy staff were consulted on this document and it was accepted by the Curriculum Committee on:	
It was ratified by the Governing Body on:	October 2015