



'Every Child Matters'

# St Mary's High School Downpatrick

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Principal: Ms R McLaughlin



Celebrating 60 Years of  
Education

## **GCSE Controlled Assessment Policy**

# POLICY

## INTRODUCTION

Controlled assessment is internal assessment and replaces coursework in Revised GCSEs. It is used for those aspects of a subject which cannot be readily assessed by an external examination. Different GCSE subjects require different amounts of controlled assessment. All GCSE subjects are in one of three categories:

- ✓ Subjects with 60 per cent controlled assessment
- ✓ Subjects with 25 per cent controlled assessment
- ✓ Subjects with no controlled assessment (assessed entirely by external examinations).

The **‘level of control’** for each stage of a Controlled Assessment is specified – as high, medium or low – to ensure reliability and authenticity and to make assessments more manageable for teachers and students. The levels of control determine who sets the assessment, the conditions for carrying out the assessment and who marks the assessment.

## TASK SETTING

Depending on the subject, Controlled Assessment tasks may be set by the centre or the awarding organisation. In some subjects, the awarding organisation sets the task, but the centre may be able to select from a number of comparable examples or adapt a task to its own circumstances. For other subjects, centres can set the task with guidance from the awarding organisation.

## TASK-TAKING

There may be different stages to a Controlled Assessment task with separate levels of control in each. For example, a research stage might allow students to work unsupervised outside the classroom, an analysis stage may require informal supervision, and a final stage of writing up findings and conclusions is likely to take place in a supervised classroom environment.

## TASK-MARKING

Students’ Controlled Assessment work is assessed internally by teachers, according to mark schemes or criteria provided by the awarding organisation, before internal standardisation and external moderation of the marking by the awarding organisation.

## RATIONALE

This policy has been developed to ensure that there is a centre-wide approach to Controlled Assessment so that it is managed effectively and operates smoothly to the benefit of all students. In addition, the policy helps ensure that Controlled Assessment activities comply with the regulations. Finally, the policy should help students, parents and staff understand the issues involved in Controlled Assessment.

## PRINCIPLES

- ✓ Teaching and learning for Controlled Assessments will enable all students to achieve their full potential.
- ✓ Best practice in administering, scheduling, coordinating and implementing controlled assessment activities will be adhered to.
- ✓ The centre-wide plan for the implementation and coordination of Controlled Assessment activities will be monitored and reviewed annually

## PROCEDURES

Clear agreed procedures are in place to ensure:

- Controlled Assessments are suitably incorporated into schemes of work;

- advance planning means that students avoid missing deadlines and compromising their achievement in their GCSEs;
- relevant staff have all the necessary information from the awarding organisations concerning assessment tasks and the controls which need to be applied;
- additional arrangements for candidates with special educational needs are met;
- contingency arrangements are developed in case a planned assessment cannot take place for some or all of the candidates;
- internal standardisation of marking by relevant teachers is arranged;
- suitable secure storage for candidates' work;
- the necessary data records are kept and submitted to the awarding organisations by the specified dates.

All stakeholders will be informed, in advance, of agreed procedures and practices.

### **INTERNAL APPEALS PROCEDURE**

Informal queries will be dealt with by HODs, or subject teachers. In the event of a complaint about Controlled Assessment, it will be dealt with according to the school's Internal Moderation Policy/ Appeals Procedure.

*(Cross reference with Internal Moderation Policy/Appeals Procedure Appendix 1)*

## **ROLES AND RESPONSIBILITIES**

### **SENIOR LEADERSHIP TEAM**

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with both examination board guidelines and subject-specific instructions.
- At the start of the academic year, begin coordinating with Heads of Department to schedule controlled assessments (*see Appendix 2 HOD Proforma*). VP Curriculum to address senior assembly re controlled assessments and Parent/teacher meetings for Years 11/12.
- It is advisable that controlled assessments are spread throughout Year 11 and Year 12. (*See calendar for controlled assessment for Years 11/12 Appendix 3*)
- Map overall resource management requirements for the year. As part of this:
  - 1 Resolve clashes/problems over the timing or operation of controlled assessments.
  - 2 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. (Include plasma screen and VLE)
- Create, publish and update an Internal Appeals Policy for controlled assessments.

### **EXAMINATIONS 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 officer, 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 the controlled assessment can be carried out, at the direction of the Senior Leadership Team.

## **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.
- Standardize internally the marking of all teachers involved in assessing an internally assessed component. (*See Internal Moderation Proforma Appendix 4*)
- 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.
- 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. (Support available on CCEA web site on Controlled Assessment microsite)

## **TEACHING STAFF**

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*. (See link on school's VLE to document)
- 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 officer 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 officer 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 special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

### **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.