

# Controlled Assessment

## 1. Policy Statement

*Controlled assessments are internal assessments taken under controlled conditions and control levels are set for each stage of the assessment process: task setting, task taking and task marking. Controlled assessment has replaced coursework in a number of GCSEs. Examples of controlled assessment include carrying out investigations and/or tasks, assessing performance and production skills.*

*Bournemouth Collegiate School (BCS) is committed to ensuring that whenever its teachers assess pupil work for external qualification, it is done fairly, consistently and in accordance with the specification for the qualification concerned. Thus the school undertakes that appropriate controlled assessment guidance is available to staff, pupils and parents and is in line with Examination Board rules and regulations. In addition, assessments are conducted by staff who have the appropriate knowledge, understanding and skills, and who have been trained in this activity. Appeals against the procedure used in arriving at internal assessment decisions are dealt with according to the procedures for appeals set out in this document. These are in line with relevant Code of Practice for the conduct of external qualifications produced by QCA.*

*BCS is fully committed to ensuring that the application of this Controlled Assessment Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.*

*This policy is applicable to all pupils in the senior school, including those in boarding who are engaged in examination courses that require Controlled Assessment. BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document.*

*In line with our Provision of Information Policy, this policy is available to all interested parties on our website and on request from the Senior school and Prep school offices and should be read in conjunction with the following documents:*

- *Assessment, Recording and Reporting*
- *Curriculum*
- *Teaching*

*This document is reviewed annually by Vice Principal, Peter Harris, or as events or legislation change requires. The next scheduled date for review is Sept 2011.*

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## 3. Key Personnel

The Controlled Assessment Policy in the Senior School is led by the Vice Principal, Peter Harris. The examinations officer is Joanne Dawes. Other personnel who have responsibilities are listed within the procedures.

## 4. Procedures

These procedures reflect Examination Board and JCQ requirements as well as elements of good practice expected of staff at BCS.

### Responsibilities

#### Principal

The Principal has the overall responsibility for ensuring that controlled assessment work is conducted in accordance with the JCQ instructions and individual awarding body specifications.

#### Senior Leadership Team

The Senior Leadership Team is responsible for:

- Working with Heads of Department to schedule controlled assessment across KS4 /the academic year
- Mapping resource management requirements for the year
- Resolving clashes/problems over the timing or operation of controlled assessment
- Resolving issues arising from the need for particular facilities (rooms, ICT, time out of school etc.)
- Ensuring all staff and pupils involved have a calendar of events

#### Examinations Officer

The Examinations Officer is responsible for:

- Familiarisation with the *JCQ Instructions for Conducting Controlled Assessment*
- Where confidential materials are directly received by the exams office, receiving, storing and transmitting this material securely, whether in CD or hard copy format
- Ensuring that candidates' work is kept in secure conditions as appropriate
- Downloading and distributing mark sheets for departmental use, and collecting and sending completed mark sheets to awarding bodies before deadlines
- Keeping a central record of the despatch of controlled assessment, including recipient details and date and time sent
- Making pupils aware of the Internal Appeals Procedure and regulations concerning malpractice

#### Head of Department

Heads of Department are responsible for:

- Familiarising themselves with the *JCQ Instructions for Conducting Controlled Assessment* and the detailed requirements of the relevant awarding body specification(s) for their subject, and ensuring these are implemented in practice
- Supplying the examinations officer with details of all unit codes for controlled assessments

- Ensuring 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
- Ensuring that controlled assessment tasks issued to candidates are appropriate to the year in which assessment will be submitted to the awarding body
- Working with the SLT to help schedule controlled assessment across KS4 and, where necessary, to resolve issues arising over timing or the need for resources
- Where appropriate, developing new assessment tasks or contextualising sample awarding body assessment tasks to meet local circumstances, in line with the specification and control requirements
- Working with the ICT technical team to ensure any ICT requirements are in place and tested before controlled assessment takes place
- Ensuring that all staff in the department understand their responsibilities with regard to controlled assessment and the requirements of the specification, relevant teachers' notes and any other subject specific instructions
- Ensuring that internal departmental controlled assessment procedures and deadlines are clear and shared with all relevant staff and pupils
- Ensuring that assessment materials and candidates' work are kept in secure conditions at all times. In the case of work stored electronically, this will include protection from corruption. If work is saved on memory sticks these should be backed up and locked away after each session
- Maintaining records of controlled assessment sessions within the department
- Gaining informed consent of parents/carers/guardians in the event that photographs/images of candidates are used as evidence of individual contribution
- Ensuring that internal standardisation is carried out according to the required procedures and evidence is retained of this
- Submitting controlled assessment mark sheets to the examinations officer
- Organising the submission of candidates' work for moderation, keeping a record of the examination numbers and names of those candidates whose work is included in the sample sent to or seen by moderators, and passing on all relevant details to the examinations officer for the central record

It is essential that pupils are given similar levels of support and opportunities to achieve the available marks across all teaching sets of a department. It is likely that there will be different approaches between different departments, but within each department there must be consistency. Heads of Department are responsible for ensuring consistency.

### **Guidelines for Pupils**

Each department must produce a written set of guidelines to be given to pupils and a summary of the department's general guidelines is included in the department handbook.

As a minimum, each of the following must be addressed:

- *Examination Board Regulations:* All pupils to be provided with a copy of the Board's regulations for controlled assessment/coursework. This is to be kept with the pupil's work as it is produced

- *Content*: Pupils need to know the scope of the task, what specific aims and objectives are to be met and what resources might be appropriate
- *Organisation*: It is essential to know how and where the work is to be carried out - i.e. the extent and source of available support, whether the work is to be carried out in class, out of class or a combination of the two
- *Time*: Pupils must be told how much time they have to complete the different elements of the task and in the case of extended pieces of work, given guidance as to how to plan their time effectively, keeping in mind the demands of other subject areas (the agreed programme for the year will be provided to parents and members of the teaching staff)
- *Deadlines*: Assignment dates and deadlines should be realistic, published in advance and take into account the following:
  - i. Many pupils are unaccustomed to organising their time and directing their efforts effectively to meet distant deadlines. They should not only be given the final deadline but also (if appropriate) interim deadlines so that progress can be monitored at regular intervals and action taken where necessary
  - ii. Deadlines must be adhered to and, in particular, Heads of Department should ensure deadlines are identical for all pupils studying a particular subject
  - iii. The Head of Department and, if necessary, also the Form Tutor be kept informed should pupils miss interim deadlines
  - iv. Parents **must** be informed whenever it seems likely that a pupil is going to miss the final deadline
  - v. The final deadline for controlled assessment/coursework must be no less than **four school weeks** before the date by which marks must be submitted to the Examination Board. This is to allow time for marking, moderation and (if required) re-marking as a result of moderation
  - vi. If a pupil misses the final deadline following the implementation of the procedure described above then the pupil will be marked as absent for this assessment and will receive no marks, unless there are individual extenuating circumstances
- *Standards*: Guidance should be given as to the standard of performance required to achieve particular grades, using examples of graded work where possible. Some advice as to the length of the project should also be given.

### **Subject teachers**

Whilst the Head of Department has the overview and bears the overall responsibility for controlled assessment in the department, subject teachers are responsible for the implementation of controlled assessment relevant to their allocated classes. Subject teachers are responsible for:

- Understanding and complying with the general guidelines in the JCQ publication *Instructions for conducting controlled assessments*
- Understanding and complying 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

- Ensuring that candidates are fully aware of the controlled assessment task requirements and know the assessment criteria they are expected to meet
- All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that pupils are under exam conditions
- Working with the Learning Support Coordinator (SENCO) to ensure the appropriate access arrangements are made for individual candidates
- Ensuring the correct levels of supervision are maintained during task taking
- Pupils will have separate user accounts for exam use and must only be accessible during the controlled sessions. Subject teachers will type in the password
- Check that candidates using electronic storage facilities only introduce permitted material into the assessment environment
- Relevant display materials must be removed or covered up
- Completing an attendance list for each controlled assessment session, indicating the date, time, duration, supervision arrangements and details of any incidents. This should be passed to the Head of Department who will retain these records
- Recording details of the nature of any feedback or guidance given to candidates, including any advice given to individual candidates over and above that given to the class as a whole
- Confirming that controlled assessment was completed under the required conditions and work is that of the candidates concerned by signing the *Declaration of Authentication – Controlled Assessments*
- Marking controlled assessment tasks in line with specification requirements and to meet internal departmental deadlines and the results logged internally, shortly after completion
- Involvement in internal standardisation as required by the Head of Department

Also note:

- All controlled assessment/coursework marks will be monitored by the subject teacher and the Head of Department, as for any other assessment data (ref. BCS Assessment, Recording and Reporting Policy)
- Controlled assessment/coursework marks do not have to be shared explicitly with pupils, since they may be altered by external moderation
- Pupils may be told the appropriate grade of their controlled assessment/coursework but it must be made clear to pupils and parents that any such result is subject to external moderation at a later date and may be amended
- Where resit possibilities exist for a subject, pupils should be individually and explicitly advised by their teacher if their current controlled assessment/coursework attainment could be reasonably improved upon, if it may beneficially enhance the overall GCSE grade

### **Access arrangements**

The overriding principle is that if a pupil has an access arrangement as part of his or her normal way of working and he/she requires such an arrangement for the written component(s), then a similar

arrangement is made for the controlled assessment(s). As with written examinations, an approved application will be on file, with supporting evidence of need where required.

The most likely access arrangements will be

- Bilingual dictionary
- Bilingual dictionary and extra time of up to 25% (for example where candidates are required to produce an extended piece of work or submit their responses to a series of structured questions under timed conditions)
- Extra time of up to 25% (for example where candidates are required to produce an extended piece of work or submit their responses to a series of structured questions under timed conditions)
- Practical Assistant
- Prompter (for example where candidates are required to produce an extended piece of work or submit their responses to a series of structured questions under timed conditions)
- Reader (where candidates are presented with a series of structured questions)
- Scribe
- Supervised rest breaks (for example where candidates are required to produce an extended piece of work or submit their responses to a series of structured questions under timed conditions)

Word processors will be considered as standard unless an awarding body's specification says otherwise.

## **SENCO**

The Learning Support Coordinator (operating as the SENCO) is responsible for:

- Informing teachers of candidates with special educational needs / access arrangements at the start of an examined course, so that the appropriate arrangements can be made in class and for assessment purposes
- Advising on the implementation of access arrangements when required

Note that:

- Extra time will be allowed for written supervised controlled assessment tasks, but not for practical tasks
- Extra time will not be allowed either in terms of the timescale allocated to prepare for the work or the deadlines

## Subjects - proportion of controlled assessment and external examination

The proportion of each subject requiring controlled assessment is outlined below.

Subjects - proportion of controlled assessment and external examination		
60% controlled assessment 40% external examination	25% controlled assessment 75% external examination	0% controlled assessment 100% external examination
Art and Design Design and Technology Drama English English Language Home Economics ICT Modern Foreign Languages Music Physical Education	Additional Science Biology Business Studies Chemistry English Literature Geography History Physics Science	Mathematics Religious Studies

### Controlled Assessment use of ICT Procedure

- Each pupil has a controlled assessment user account set up on the ICT network
- Pupils will be given their usernames
- Staff are given the password to this account (the password is the same for all pupils)
- Staff then log each pupil onto the network at the beginning of a session
- Staff must carefully monitor each pupil during the assessment
- A log must be recorded for each session. This can be done on paper or ICT
- When pupils produce work on a computer they must be advised to make regular back-ups and keep a hard copy of the completed work

### Absence

If a pupil is absent, the subject teacher must allow that pupil the chance to make up the time during an alternative supervised session. This can either take place during lesson time if possible or during an after school subject clinic/controlled assessment make up session.

Should a candidate miss controlled assessment sessions persistently and/or without prior notice his/her parents will be contacted to discuss the situation.

### Repeat Submission

Candidates who wish to re-do their submission of a controlled assessment before the marks have been sent to the awarding body may do so, at the discretion of the school although this is not normally possible. It must be made clear to pupils and parents that any such result is subject to external moderation at a later date and may be amended.

### **Missed Deadlines**

Subject teachers and Heads of Department will make every effort to support candidates so that they submit work to meet published internal deadlines. Where there is a danger of a deadline being missed, the school will contact parents to discuss the matter.

However no controlled assessment will be accepted by the school after published final deadlines. In such cases the candidate will be given either a mark for any incomplete work submitted or a zero mark if no work is submitted.

### **Internal Marks**

All candidates have a right of access to the marks awarded to them by the school for internal assessment. Individual departments should inform the candidates of their marks once moderation has taken place. This is the first possible time when a pupil can make a formal appeal against the method of marking of their work. This is Stage One. An appeal can only be made at this time on the basis that when marks are released, the pupil is aware that they remain subject to external moderation and therefore, may be raised or lowered as a result of the appeal.

### **Retention and Return of Controlled Assessment**

- In most cases, awarding bodies return centre-assessed work to centres after the publication of results, although they reserve the right to retain samples and also retain work which has been the subject of irregularities or malpractice investigation
- The school holds controlled assessment securely when it has been returned by the awarding body up to and including the deadline for the submission of enquiries about results and until any enquiry or malpractice investigation has been resolved
- Any work no longer required will be disposed of in a confidential manner by the school
- Candidates wishing to reclaim their work must do so in person from the Head of Department by a specified date which will be notified to them when submitting the controlled assessment. After this date all unclaimed controlled assessment will be destroyed as detailed above

### **Malpractice**

Candidates **must not**:

- submit work which is not their own
- lend their own work to others or allow their work to be copied
- allow others access to, or the use of, their own independently sourced material
- use any books, the internet or other sources without acknowledgement or attribution
- submit work word processed by a third party without acknowledgement

These actions constitute malpractice, for which a penalty, (e.g. disqualification from the assessment) will be applied.

- It is the responsibility of the examinations officer to inform candidates of the JCQ regulations concerning malpractice, as detailed in the JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*
- If irregularities in controlled assessments are discovered prior to the candidate signing the declaration of authentication this will be dealt with under the school's internal procedures. The pupil will be investigated by the subject teacher, who will collect evidence and then referred to the SLT. If there is evidence of malpractice by the pupil (as outlined above) then they may either have to repeat the controlled assessment or be disqualified from the assessment. This is at the discretion of the school
- Details of any work which is not the candidate's own will be recorded on the authentication form supplied by the awarding body or other appropriate place
- If irregularities in controlled assessments are identified by a centre after the candidate has signed the declaration of authentication, the Principal will submit full details of the case to the relevant awarding body at the earliest opportunity

## **The Appeals Procedure**

### **Internally Assessed Units**

Where teachers assess pupils' work for external qualification, they seek to do so fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are also always conducted by staff who have the appropriate knowledge, understanding and skills, and who have been trained in this activity. Pupil work is produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

If a pupil feels that this may not have happened in relation to his/her work, he/she may make use of the school's internal appeals procedure. However, please note that the appeal can only apply to the procedure used in arriving at internal assessment decisions and does not apply to the judgement itself; pupils cannot appeal against the mark or grade, only the internal procedures used.

Any queries or questions should be discussed with the Exams Officer, any of the teaching staff or a member of the Senior Leadership Team should you require any further information or clarification of these procedures.

See the Appendix 1 below.

### **Externally Assessed Units**

- After work has been assessed internally it is moderated by the Awarding Body (Examinations Board) to ensure consistency between schools. This moderation can change the marks awarded for internally assessed work. This is outside the control of the school and is not

covered by this procedure. If pupils have any concerns about this they should ask the Examinations Officer for a copy of the procedures of the relevant Awarding Body.

- Final marks will be made known on results day. This is Stage Two.
- There are two occasions when pupils can raise concerns which may or may not result in an appeal, at Stage One and Stage Two above. At Stage One pupils should follow the procedure outlined in Appendix 1, given overleaf, and at Stage Two, the concern will be treated as an *Enquiry About Results* and follow procedure 2.
- Pupils may also wish to raise an *Enquiry about Results* for any mark awarded following the release of results on results day. The Procedure outlined in Appendix 2 should be followed in these cases. It is advisable to discuss the matter with the Head of Department before requesting an *Enquiry about Results*.

## **Appendix 1 - Appeals procedure for pupils, following the issue of centre assessed marks**

Any pupil dissatisfied with the way in which with a mark has been awarded from an internal assessment should follow the following procedure.

1. Contact the subject teacher immediately in person to discuss how the mark has been attained and raise any concerns. (This discussion does **not** form part of the formal appeals procedure)
2. Following discussions, if concerns cannot be resolved, the pupil should lodge an appeal in writing, within five working days of the issue of marks, to the Vice Principal. This appeal should be in writing clearly stating the reasons for the appeal. It should be signed and dated by the pupil and their parent/guardian. Appeals must be made before the 30th April in the year of the last externally assessed paper in the exams series.
3. Upon receipt of a written appeal the Vice Principal will provide a copy of the appeal to the subject teacher who conducted the assessment and request from them a written response within three working days to the concerns raised.
4. On receipt of the subject teacher's response, the Vice Principal will carry out a review of the pupil's appeal and subsequent comments by the subject teacher and then respond in writing to the pupil within five working days of receipt of the formal appeal by the pupil.
5. Should the pupil be dissatisfied with this written response, the pupil may then request a personal hearing. The panel for this hearing will comprise a member of the school's SLT and a Member of the Local Governing Body, neither of whom have previously been involved with the pupil's appeal. The pupil will be informed of the date of the hearing date and given at least three days notice. The pupil will be provided with a copy of all relevant documentation (e.g. the marks given, the assessment marking criteria). The pupil will be allowed to be accompanied by a parent/guardian/carer or friend and can present their own case. The subject teacher and pupil will have the opportunity to hear each other's submission to the panel at the hearing.
6. The decision from the hearing will be made in writing to the candidate within two days of the date of the hearing. This decision is final.
7. A written record of all appeals will be kept by the school and maintained by the Exams Officer. The Exams Officer will inform the Awarding Examination Body should there be any change to an internally assessed mark as a result of any appeal.

## **Appendix 2 - Appeals procedure for pupils, following the issue of marks, after an Enquiry about Results**

Any pupil that is dissatisfied with a mark awarded from an awarding body should follow the following procedure upon the issue of results.

1. Contact the subject teacher as soon as possible, but no later than 3 days before the published deadline for *Enquiries about Results*, in person to discuss the mark and raise concerns. The Exams Officer will advise on the options available to query the mark and the costs involved.
2. Pupils should be aware that *Enquiries about Results* can result in marks being raised, confirmed or lowered. Pupils will be required to sign a consent form to confirm they fully understand the consequence of an enquiry.
3. The subject teacher should review the pupil's marks and discuss with them the best way forward taking into account the breakdown of marks and grade boundaries and the pupils predicted grades. If the Head of Department agrees to support the enquiry, the procedure in **item (3)** below should be followed. If the appeal is not supported by the Head of Subject, the pupil should adopt the procedure in **Item (4)**
4. A pupil may appeal against the decision not to support an *Enquiries about Results*. Appeals should be made in writing to the Head Teacher no later than five working days before the deadline for *Enquiries about Results*. The appeal should be in writing stating the details of the complaint and the reasons for the appeal. The appeal should be signed and dated and include a daytime contact telephone number for the pupil. This information will be reviewed by the Vice Principal and the outcome of the appeal will be communicated by telephone or 1st class post within 48 hours of receipt by the Vice principal. This decision is final.
5. **Item (3)** If the subject team agrees that the school supports an enquiry, the request together with the pupils consent form should be made to the Exams Officer before the published deadline for *Enquires about Results*. The cost of the enquiry will be met from the departmental budget. If the enquiry is successful, the fee will be refunded.
6. **Item (4)** If the school does not support the enquiry, the pupil still has the right to proceed; however, all costs involved will be required to be paid by the pupil at the time the enquiry is made. No enquiry will be made until the appropriate fees are paid. Requests for appeals should be made in person to the Exams Officer before the published deadline for *Enquiries about Results*. If the enquiry is successful, all fees will be refunded.
7. The outcome of all *Enquiries about Results* will be made in writing by the Exams Officer to the pupil within 24 hours of receipt from the appropriate Awarding Body.