Wolstanton High School
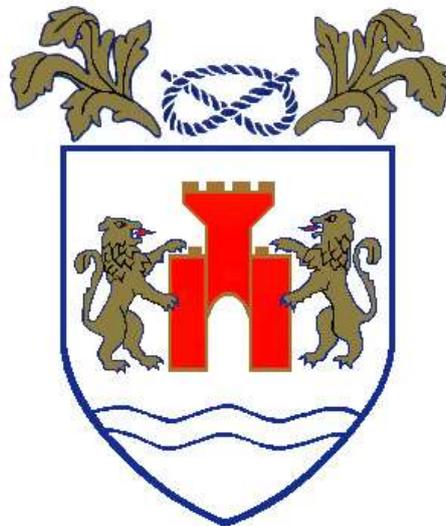
A Shaw Education Trust Academy

Controlled Assessments, Coursework and Non-Examination Assessments 2017/18

Agreed by Academy Council:	**Autumn 2017**
Reviewed by Academy Council:	**Annually**
Next Review by Governors:	**Autumn 2018**

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Staff responsibilities in planning and managing controlled assessments, coursework and non-examination assessments

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Purpose of the policy

This purpose of this policy is to:

- Identify staff responsibilities in planning and managing controlled assessments, coursework and non-examination assessments

- Examine potential risks and issues relating to the implementation of controlled assessments, coursework and non-examination assessments and how these might be managed and mitigated through forward planning and remedial actions.

This policy complies with JCQ's 2016/17 'General Regulations' (5.8) in that the centre is required to *"have in place, and be available for inspection purposes, a **written** policy with regard to the management of controlled assessments".*

This policy complies with JCQ's 2016/17 'Instructions for Conducting Non-Examination Assessments' in that the centre is required to *"have a non-examination assessment policy in place:*
- *To cover procedures for planning and managing non-examination assessments;*
- *To define staff roles and responsibilities with respect to non-examination assessments;*
- *To manage risks associated with non-examination assessments."*

Staff responsibilities in planning and managing controlled assessments, coursework and non-examination assessments

Senior Leadership Team

- At the start of the academic year, begin coordinating with heads of department to schedule controlled assessments, coursework tasks and non-examination assessment tasks.

- Take reasonable steps to ensure that controlled assessments, coursework tasks and non-examination assessment tasks are scheduled at a time which avoids clashes with other activities.

- Take reasonable steps to ensure that controlled assessments, coursework tasks and non-examination assessment tasks are scheduled to avoid too many assessments occurring close together to allow candidates preparation time in between.

- Ensure that the qualifications of those that are both assessing candidates and administering the assessment process are checked (*see Recruitment and Selection Policy*).

- Map overall resource management requirements for the academic year.

- Ensure that all staff involved have a calendar of events.

- Annually review an Internal Appeals Policy.

Heads of Department

- Accountable for the safe and secure conduct of controlled assessments and non-examination assessments.

- Ensure all assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

- Decide on the awarding body and specification for all qualifications.

- Supply to the Exams Office details of all qualification/unit codes.

- Standardise internally the marking of all teachers involved in assessing an internally assessed component.

- Wherever possible, provide parents with advance notice of controlled assessment dates.

- Ensure that all candidates are given the opportunity to experience a mock controlled assessment at least once before the formal assessment takes place.

- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.

- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.

- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

- Ensure that any tasks set meet the assessment criteria, as detailed in the specification, and are accessible to all candidates.

- Where candidates have a genuine clash or are absent from any assessment tasks, Heads of Department are responsible for resolving this / planning an alternative session.

- The School is bound by the deadlines published by the examination boards. In order to meet these deadlines, and to allow for internal assessment, standardisation and

moderation of results, departments will publish deadlines in advance to candidates, as well as the associated penalties for failing to meet such deadlines.

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publications '*Instructions for conducting controlled assessments*', '*Instructions for conducting coursework'* and *'Instructions for conducting non-examination assessments'.*

- Understand and comply with the awarding body's specification for conducting controlled assessments, coursework and non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

- 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 candidates as the specification allows.

- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment. Work which is found, subsequently, to have been plagiarised will be referred to the relevant examination board.

- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.

- Teachers may indicate provisional results to candidates, but it should be made clear to both pupils and parents that such results are subject to both internal and external moderation. While teachers may comment on a candidate's performance, particularly where a candidate may learn from the feedback, any detail communicated may only be done so if it preserves the integrity of the assessment and complies with the exam boards' regulations.

- 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.

Exams Office staff

- Produce an Internal Appeals Policy and ensure that this is annually reviewed and agreed by SLT.

- Ensure that Information for Candidates is made available to all year 10 and 11 pupils and parents via Insight and the School website.

- Ensure that teachers and HoDs have relevant access to secure sites.

- Enter candidates for relevant units.

- 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.

- Where a candidate is suspected of malpractice after they have signed the authentication form, the Exams Officer is responsible for notifying the relevant awarding body at the earliest opportunity using form JCQ/M1.

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.

Risk management process

Risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Deputy Head (Academic)
Too many assessments close together across subjects	Plan assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	Deputy Head (Academic)
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Relevant HoD
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Relevant HoD
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Relevant subject teacher / Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Relevant subject teacher

Risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Relevant HoD
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Relevant HoD
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Relevant HoD
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Relevant HoD
A suitable supervisor has not been arranged for an assessment where teaching staff are **not** supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Relevant HoD

* Not all assessments will require the completion of a study diary or study plans (refer to subject specification)

Risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification, Ensure that teaching staff have the appropriate qualifications.	Seek guidance from the awarding body	Relevant HoD SLT
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Relevant HoD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Relevant HoD
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Relevant HoD
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the course	Find alternative storage within the centre	Relevant HoD / SLT

Risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Relevant subject teacher
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Relevant HoD / Exams Officer
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Relevant subject teacher
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Relevant HoD

Risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Relevant HoD
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Relevant HoD / SLT