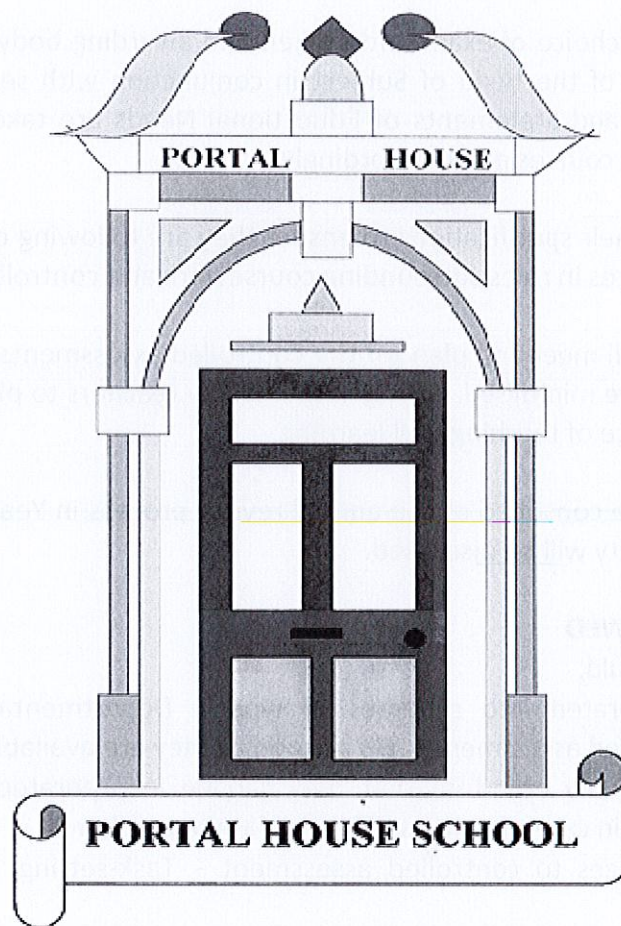


Non Examination Assessment Policy



PORTAL HOUSE SCHOOL - CONTROLLED ASSESSMENT POLICY 2021/22

INTRODUCTION

Since the three-phase revision of the GCSEs in September 2009, controlled assessment is internal assessment and replaces coursework in GCSEs. Different GCSE subjects require different amounts of controlled assessment. There are still some subjects with no controlled assessment and these are assessed entirely by external examination.

Every school and college must ensure that controlled assessment is managed effectively and operates smoothly to benefit students and comply with regulations. School and colleges should introduce a centre-wide approach to controlled assessment from the start of teaching GCSEs.

This policy which has been written in consultation with staff at Portal House School will help to ensure that controlled assessments are planned and run effectively.

PRINCIPLES

At Portal House School the choice of exam undertaken and awarding body used by students in a subject is at the discretion of the Head of Subject in conjunction with senior management and subject staff. Pupil ability and Statements of Educational Needs are taken into account on an annual basis and changes to courses made accordingly.

Subject leaders will check their specifications to ensure they are following correct procedures due to recent government updates in rules surrounding coursework and controlled assessments.

The staff at Portal House will meet and plan for the controlled assessments to slot into the school year in order that clashes are minimised. This will then allow teachers to plan schemes of work to produce a coherent sequence of teaching and learning.

Students and parents will be consulted at the annual review process in Year 9 about their choices of courses and their suitability will be discussed.

PROCEDURES TO BE FOLLOWED

Controlled assessments should;

- Be suitably incorporated into schemes of work. Departmental staff need to have downloaded controlled assessment tasks as soon as they are available.
- Deadlines must be duly noted so that they can be incorporated into teacher's plans. Reserve dates made in case of sickness of candidate or teacher.
- There are three stages to controlled assessment – Task-setting, Task-taking and Task-marking

| Task-setting | Task-taking | Task-marking |
|--|--|---|
| Depending on the subject, tasks may be set by the centre or the awarding body. In some subjects, the awarding body 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 body. | There may be different stages to the task with separate levels of control in each. E.g., a research stage might allow pupils 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. | Student's controlled assessment work is usually assessed internally by teachers, according to mark schemes or criteria provided by the awarding body, before internal standardisation by the centre and external moderation of the marking by the awarding body. In a small number of cases, the awarding organisation will mark the controlled assessment. |

- Levels of control must be ascertained from the awarding bodies. There are three levels – high, medium or low. These ensure reliability and authenticity and 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.
- Staff should familiarise themselves with any access arrangements for controlled assessment that may be necessary for individual pupils.
- Contingency planning should be in place to cover pupil or teacher absence and non-availability of facilities required. The whole school plan for controlled assessment must be referred to if another date and/or venue is decided upon.
- Controlled assessment work must be stored securely by teaching staff, or if this is not possible, by exams office staff. Retrieval must be arranged before exams officer begins teaching. **Storage arrangements will be inspected in any inspection by JCQ.**
- Staff must be aware of dates of submission to the awarding bodies of any data. Records of data must be kept by Heads of Department.

RESPONSIBILITIES

| Who? | What? |
|------------------------|--|
| Senior leadership team | <p>The senior leadership team has overall responsibility for ensuring controlled assessment operates successfully, which involves:</p> <ul style="list-style-type: none"> • Establishing centre policy on controlled assessment • Working with staff to finalise the centre-wide plan for Controlled Assessment (See Appendix 2) • Assigning responsibilities to specific members of staff • Ensuring that all staff understand their roles and responsibilities. E.g. using professional development sessions • Dealing with issues arising – e.g. resolving timetable |

| | |
|---------------------|---|
| | <p>clashes, obtaining additional facilities</p> <ul style="list-style-type: none"> Monitoring the operation of controlled assessments – e.g. receiving reports from subject departments and the exams office. Work with staff to complete the Controlled Assessment Risk Management Process (Appendix 1) |
| Exams Office | <ul style="list-style-type: none"> Draw up controlled assessment policy for consultation with staff and SLT Working with staff to finalise the centre-wide plan for Controlled Assessment (See Appendix 2) Act as a central point of administration, dealing on behalf of the SLT with the details of managing controlled assessment Make periodic reports to SLT to enable them to monitor arrangements for controlled assessment Liaise as necessary with SLT, subject departments and individual teachers Store candidates' work securely if departments are unable to do so 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 bodies and teachers. Work with staff to complete the Controlled Assessment Risk Management Process. (Appendix 1). |
| Subject departments | <p>Every subject department will need to;</p> <ul style="list-style-type: none"> Working with staff to finalise the centre-wide plan for Controlled Assessment (See Appendix 2) Select awarding bodies and GCSE specifications 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 – e.g. through departmental meetings and professional development Ensure schemes of work incorporate controlled assessment appropriately Consult with the SENCO on additional arrangements which might be needed for particular candidates Make contingency arrangements for the event of absences by candidates or teacher – e.g a second, alternative date for the controlled assessment Arrange for secure storage of candidates' work or arrange with exams office for storage to be made available. Retrieval of such material must be made |

| | |
|-------------------------------|--|
| | <p>when exams officer is not teaching.</p> <ul style="list-style-type: none"> • Work with staff to complete the Controlled Assessment Risk Management Process. (Appendix 1). |
| Teachers | <p>Individual teachers will need to;</p> <ul style="list-style-type: none"> • Working with staff to finalise the centre-wide plan for Controlled Assessment (See Appendix 2) • Contribute to decisions about the selection of the awarding body and specification • Decide how 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 – e.g. in developing linguistic or practical skills or carrying out fieldwork or research • 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 assessments • Obtain confidential materials and tasks set up by the awarding bodies. Teachers must ensure that they use the correct task for the year of submission. • Supervise assessments, applying the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher • Store candidates' work securely or liaise with exams office for secure storage. Retrieval of such work must be done when exams officer is not teaching. • Work with staff to complete the Controlled Assessment Risk Management Process. (Appendix 1). |
| Site and administrative staff | <p>Site and administrative staff may have to;</p> <ul style="list-style-type: none"> • Ensure all necessary accommodation and facilities are available and in place for controlled assessment tasks. They will not be responsible for their booking. |

INTERNAL APPEALS PROCEDURE

Depending on the nature of the complaint, senior management will consult with teaching staff and/or the exams officer in order to come to a timely and satisfactory conclusion. It is hoped that the initial planning stage will eliminate possible clashes that may arise.

SOURCES OF FURTHER INFORMATION

Further information on this topic may be obtained from the following;

QCDA - Information about changes in GCSEs and examples of controlled assessments are available at; www.qcda.gov.uk

AWARDING ORGANISATIONS

| | |
|---------|--|
| AQA | www.aqa.org.uk |
| Edexcel | www.edexcel.com |
| OCR | www.ocr.org.uk |
| WJEC | www.wjec.co.uk |

JOINT COUNCIL FOR QUALIFICATIONS (JCQ)

Information on common administrative arrangements for schools and colleges.
www.jcq.org.uk

NATIONAL DATABASE OF ACCREDITED QUALIFICATIONS

Information on all accredited GCSE specifications;
www.accreditedqualifications.org.uk

OFQUAL

Information on GCSE subject criteria and controlled assessment regulations.
www.ofqual.gov.uk

DEPARTMENT FOR SCHOOLS, FAMILIES(DSF)

Information on 14-19 reforms.
www.dsf.gov.uk/14-19

MONITORING ARRANGEMENTS

Senior Management will monitor how the arrangements are functioning. This review will be based on periodic reports from the exams officer and departmental heads each academic year.

APPENDIX

1. Controlled Assessment Risk Management Process
2. Centre Wide Plan

DATE OF REVIEW

This policy will be reviewed in November 2022.

Policy written by Mr D Morgan, Exams Officer, Portal House School. November 2015.

Appendix 1: Controlled Assessment 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. start of academic year) for all subjects or lines of learning | Plan dates in consultation with school calendar – negotiate with other parties | SLT |
| Too many assessments close together across subjects or lines of learning | Plan assessments so they are spaced over the duration of the course | Space assessments to at least allow candidates some time between assessments | SLT, Heads of Depts. Teacher's Meeting |
| Accommodation | | | |
| Insufficient space in classrooms for candidates | Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment | Use more than one classroom or multiple sittings where necessary | SLT, Heads of Depts. Teacher's Meeting |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities | | Heads of Depts. |

Appendix 1: Controlled Assessment Risk Management Process

| Risks and issues | Possible remedial action | | Staff |
|--|--|--|---------------------------------|
| | Forward planning | Action | |
| 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 | Class teacher |
| | Refer to second date for assessment. | | Head of Dept |
| Teaching staff/assessors unable to access task details | Test secure access rights ahead of schedule every year and every session | Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time | Exams Officer |
| | User area/ passwords for awarding body secure websites. | | |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement; download again | Teaching staff Exams officer |

Appendix 1: Controlled Assessment Risk Management Process

| Absent candidates | | | | |
|--|---|--|----------------------|---------------|
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | | | Heads of Dept |
| Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching) | Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes | Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited | SLT Staff meeting | |
| | | | | |

Appendix 1: Controlled Assessment Risk Management Process

| Example risks and issues | Possible remedial action | | Staff |
|--|---|--------------------------------------|---------------------------------|
| | Forward planning | Action | |
| Control levels for task taking | | | |
| Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration) | Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required | Seek guidance from the awarding body | Heads of Dept. Exams Officer |
| Supervision | | | |
| Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility | Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision | | Heads of Dept. |
| Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising | A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification. | | Head of Dept Exams officer |

Appendix 2: Controlled Assessment
An example of Centre-Wide Plan

| | Senior Leadership Team | Exams Office | Subject Departments | Teachers | Site and Admin Staff, Pupil Support |
|----------------------|----------------------------|---|---|---|--|
| Sept | Decide policy | | | | |
| Oct | Consult with subject depts | | | | |
| Nov | | | Nominate dates for assessments | | |
| Dec | | Collect dates | Dept meetings on controlled assessments | Identify facilities/ equipment required | |
| Jan/ February | | Discuss dates and room reqs with depts and resolve clashes. Collect and submit entry data. | | Book rooms if necessary. | Help teachers obtain equipment/ facilities and Book rooms. |
| Mar | | | | Conduct controlled assessments | |
| April | Review policies | Collect and submit marks | Internal assessment and standardisation | | Provide support for controlled assessments |
| May | | Administer examinations | | | |
| June | | Evaluate and compile report for senior management on progress of exams | | | |
| July | Review policy. | | | | |
| August | | | | | |

