

St Patrick's & St Brigid's College Controlled Assessment Policy



Date adopted:
To be revised:

INTRODUCTION

Controlled Assessment has replaced coursework in GCSE Specifications and measures subject specific skills that may not necessarily be tested by external assessment. It is a form of internal assessment where the control levels are set for each state of the assessment process – task setting, task taking and task marking.

Depending on the level of control defined within the specification, Controlled Assessments may take place for example:

- In a normal timetabled lesson or other defined session under supervised conditions
- Entirely within the centre under supervision with controlled access to resources
- Outside the centre and involve research with limited supervision.

Within the college, all Controlled Assessment work will be done within existing class time in all subjects, since collapsing timetables to facilitate such work would disadvantage teaching in other subjects, particularly those where no coursework is entailed and assessment is 100% by examination. Some departments may opt to offer additional sessions outside the normal classroom hours to facilitate the completion of Controlled Assessment in exceptional circumstances.

Controlled Assessments may take place at any time during the course. The Controlled Assessment tasks issued to pupils will be staggered by subject departments, where possible. This will allow pupils to focus on the assessment requirements specific to a particular subject and to avoid overload of work.

A timetable for Controlled Assessment arrangements is issued to pupils and parents each year and posted on the school website.

AIMS

1. To identify the procedures required for the conduct of Controlled Assessment in St Patrick's & St Brigid's College.
2. To ensure that the arrangements comply with all guidance for Joint Council for Qualifications' and awarding bodies
3. To establish the responsibilities of staff, pupils and parents in the process
4. To address issues of authenticity, plagiarism, demand across subjects, levels of control, curriculum organisation and security.

ROLES AND RESPONSIBILITIES

The Principal will:

- Ensure that Controlled Assessment work is conducted in accordance with the Joint Council for Qualifications' Instructions for Conducting Controlled Assessments

- Ensure that Subject Heads adhere to procedures for setting, taking and marking the tasks as appropriate to their subject specification and publish these in their departmental handbook.

The Assistant-Principal (Curriculum) will:

- Ensure that parents/guardians are informed of the arrangements and dates for Controlled Assessments
- Co-ordinate the dates for each subject's set dates for Controlled Assessment
- Provide the agreed dates for Controlled Assessment on the School Calendar

The Examinations Officer will:

- Ensure appropriate security arrangements for assessment task materials and for completed assessment work within the school
- Dispatch samples of work for moderation and collate relevant paperwork from subject heads to the awarding body
- Ensure that any external personnel involved in the assessment process are vetted to comply with Child Protection procedures

Heads of Subjects will:

- Agree the time frame and specific arrangements for their subject in relation to setting, taking and marking of Controlled Assessments
- Inform Assistant Principals and relevant Head of Year of the set dates for setting and taking of the tasks
- Liaise with parents/guardians when necessary
- Ensure that relevant internal standardisation processes are conducted in accordance with Joint Council for Qualifications' guidelines and retain evidence that internal standardisation has been completed
- Liaise with the Examinations Officer to determine appropriate security arrangements for storing of assessment materials and completed tasks; to return all samples of work and associated paperwork to her and to report any suspected malpractice in procedures
- Arrange to retain candidates work securely in the centre until all possibility of enquiries about results has been exhausted

Teachers will:

- Be familiar with the content of the Instructions Booklet for Conducting Controlled Assessment for their specified subject and any guidance given by the Subject Head
- Ensure that pupils know when the task will take place, the duration and objectives of the task, the assessment criteria they are expected to meet and the skills they are expected to demonstrate
- Award marks to assessment tasks according to the requirements of the specification and subject specific associated documents

- Take sensible precautions regarding the security of students' work taken home to mark
- Provide general rather than specific, detailed advice on improving draft work
- Be vigilant about regulations for supervision as outlined under the formal, informal and limited categories as specified
- Ensure that any display material in the teaching environment which might provide assistance is removed or covered when conditions are conducted under formal supervision
- Consult with the SENCO and /or Learning Support Co-ordinator regarding any potential access arrangements to meet special needs requirements of individual pupils
- Retain pupils' work securely in a locked, steel cabinet and collect and store such work (including that stored electronically or saved on memory sticks) at the end of each session where work is produced over several sessions
- Record the number of hours spent in preparing and taking the task, the date and time of assessment, the attendance register, the name of the supervisor and a log of any incidents occurring
- Ensure that each pupil signs a declaration before submitting work for the final assessment and sign a declaration of authentication confirming that all the work submitted was completed under required conditions
- Inform students of their assessment marks and that these could be subject to further moderation by the examining body

Pupils will:

- Know the objectives of the task, when it will take place, its duration and the regulations required for its conduct
- Attend for the Controlled Assessment at the specified time and date
- Understand that, if an assessment is missed, it may not be possible to have designated time to catch up
- Not be in possession of a mobile phone or any other electronic communication device during a formal supervision session
- Know the guidelines regarding plagiarism
- Sign a declaration that the work submitted for final assessment is their own
- Face sanctions imposed by the examining authority if they submit work which is not their own; allow others to copy their work; use books, the internet or other sources without acknowledgement

Parents/Guardians will:

- Support their child in meeting the deadlines for Controlled Assessment
- Inform the class teacher immediately in writing if their child cannot attend preparation classes or a set task providing a valid reason for absence
- Understand that, if an assessment is missed, it may not be possible to have designated time to catch up.

TASK SETTING

Controlled Assessment components within specifications assess candidates' skills, knowledge and understanding that may not readily be assessed by timed written papers. Controlled Assessment tasks will take many different forms. Evidence of participation that may be appended to the candidate's final work may include printouts, copies of presentations, charts, photographs, letters, artefacts, videos, recordings or transcripts of interviews, CDs or DVDs. This diversity will be reflected in subject-specific requirements for aspects such as task-setting, the conditions in which work should be undertaken, the use of resources and whether the work is externally rather than internally assessed.

Where tasks are set by the awarding body, subjects will adhere to the guidance provided, to help teachers contextualise the task to best suit the school circumstances.

All teachers must ensure that candidates are clear about the assessment criteria which they are expected to meet in their Controlled Assessments and will provide a thorough explanation or interpretation of such criteria. This explanation or interpretation **must** be general and not specific to a candidate's work.

TASK TAKING

It is not necessary for all pupils at a centre to write up Controlled Assessments at the same time. Departments may schedule a number of assessment sessions to accommodate cohort size and availability. However, the department should record the date and time of the assessment, the name of the supervisor and keep a log of any incidents which occur during the course of the assessment. Additionally, the school will record which candidates were present for the assessment, as well as those who were absent.

Teachers must ensure that any display material in the teaching environment which might provide assistance is removed or covered.

RESOURCES

In subjects where pupils will need to use information from published sources when researching and planning their assignment, the use of the internet is permissible during the research and planning stages, but not when the final work is being word processed or written, unless stated otherwise within an awarding body's specification.

If pupils use the same wording as a published source they must place quotation marks around the passage and state the source. Candidates **must** give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show the name of the author, the year of publication and the page number,

preferably in a bibliography. For material taken from the internet, any reference must show the precise web page, not the search engine used to locate it.

SUPERVISION

Supervision can be:

- Formal (a high level of control where the awarding body sets the task)
- Informal (a medium level of control where the awarding body sets the task which can be adapted by the teacher)
- Limited (a low level of control where teachers set the task according to the criteria provided by the awarding body)

as detailed in the specification

FORMAL	The pupils must be under direct supervision at all times. The use of resources by the pupil and his/her interaction with others will be directed by the awarding body; in particular access to e-mail, the internet and mobile phones must not be permitted. Pupils may be required, as an example, to produce an extended piece of work or submit their responses to a series of structured questions under controlled conditions. Pupils must complete all work independently and must not communicate with each other. No assistance can be given to the candidates.
INFORMAL	The use of resources is not tightly prescribed and group work is normally permitted provided that any assessable outcomes can be attributed to individual pupils. Pupils do not need to be under direct supervision at all times. However, the teacher must ensure that all candidates participate in the assessment and plagiarism does not take place.
LIMITED	The requirements are clearly specified by the awarding body and work may be completed without direct supervision. Research or data collection may take place outside of the classroom. The awarding body's specification which may set certain parameters for teaching staff where limited supervision is to be applied. For example, a specification may require teachers during the preparation stage of an assignment to advise candidates on the focus of the investigation, sources of information, relevance of materials/concepts, document structure (chapter titles and content), techniques of data collection and presentation, skills of analysis and evaluation, and health and safety matters.

COLLABORATION

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates **must** provide an individual response as part of any task outcome. Where an assignment may be undertaken as part of a group, for example undertaking field research, each candidate **must** write up his/her own account of the assignment. Even if the data the candidates have is the same,

the description of how the data was obtained and the conclusions drawn from it must be in each candidate's own words. Alternatively, where candidates are required to construct a product, candidates may collaborate in the construction of the product but their responses **must** be their own and their individual contribution clearly identified.

FEEDBACK

Whilst feedback may be provided to candidates, the work submitted for final assessment must be the candidate's own work. The nature of any guidance and the details of any feedback to individual candidates over and above that given to the class as a whole should be recorded on the authentication form.

PRESENTATION

Written material may be handwritten using black ink or, where possible, word processed. Where candidates use their own laptops the teacher must carry out additional checks on the work to ensure that the work is the candidates' own and that all the necessary conditions have been followed.

Where appropriate, work submitted may also include printouts/copies of presentations, charts, artefacts, photographs, letters, videos, recordings or transcripts of interviews, as well as witness statements from supervising teachers to record what a candidate has demonstrated. In the event that videos or photographs/images of candidates are included as evidence of individual participation or contribution, Heads of Subject must obtain informed consent from parents/guardians.

TASK MARKING

Indications as to how marks have been awarded should:

- Be clear and unambiguous
- Be appropriate to the nature and form of the work
- Facilitate the standardisation of marking within the centre
- Enable the moderator to check the application of the assessment criteria to the marking.

Where a teacher teaches his/her own child, the department will declare the conflict of interest and send the marked work to the moderator whether it is part of the sample or not.

Following completion of the marking of pupils' work, the work must be retained by the centre and not returned to the candidates.

INTERNAL STANDARDISATION

Departments may use exemplar material provided by the awarding body or archive material to help set the standard of marking within the centre.

Where the work for a component has been marked by more than one teacher in a centre, standardisation of marking should normally be carried out according to one of the following procedures:

Either a sample of work which has been marked by each teacher is re-marked by the Subject Head

Or all the teachers responsible for marking a component exchange some marked work (preferably at a meeting led by the teacher in charge of internal standardisation) and compare their marking standards.

Where standards are found to be inconsistent, the relevant teacher(s) should make adjustments to their marks or re-consider the marks of all candidates for whom they were responsible. The new marks should be checked by the Subject Head.

Subject departments will retain evidence that internal standardisation has been carried out.

AUTHENTICATION PROCEDURES

All pupils must confirm that work they submit for assessment is their own. Each pupil is required to sign a declaration of such acknowledging any assistance given and/or sources used before submitting their work to their teacher for final assessment.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the work submitted is beyond the talents of the candidate.

If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher will award a mark which represents the pupil's unaided achievement. The authentication statement should be signed and information given on the relevant form.

If the teacher is unable to sign the authentication statement in respect of a particular pupil, then the pupil's work cannot be accepted for assessment. A mark of zero will be recorded. If malpractice is suspected, the Examinations Officer will be consulted about the procedure to be followed.

Pupils must not lend their own work to others or allow their work to be copied or allow others access to, or the use of, their own independently sourced material.

If irregularities in Controlled Assessments are discovered prior to the candidate signing the declaration of authentication this will be dealt with according to the school's internal procedures and may not be reported to the awarding body.

The school will retain candidates' marked work, whether or not it was part of the moderation sample, under secure conditions, until all possibility of enquiries about results has been exhausted. Where retention is a problem, because of the nature of the work, some form of evidence (e.g. photographic, audio-taped or videotaped) must be available.

ABSENCES FROM CONTROLLED ASSESSMENTS

Controlled Assessment write-up time cannot be altered since candidates must undertake the assessment at the same time unless for the most exceptional circumstances, e.g. illness, hospitalisation.

Subjects will thus allow sufficient preparation time to account for possible student absences arising from scheduled timetabled events and established activities. No pupil will be released by the class teacher once the final period of Controlled Assessment is underway.

Teachers should be able to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed Controlled Assessment. Where pupils miss Controlled Assessment work, it is the responsibility of the subject teacher to arrange any alternative supervised sessions.

Planning events in advance or participation in competitions, workshops, etc. needs to take cognisance of the subjects' scheduled times for Controlled Assessment and to avoid conflicting with such arrangements where possible. Where a conflict of interest occurs, the need for completion of Controlled Assessment should take precedence over another activity but the class teacher remains the most appropriate person to make each decision regarding individual pupils. Where a pupil is seeking release from class for any other activity when Controlled Assessment work is being done, such a release will be **entirely** at the discretion of the subject teacher.

If the scheduled assessment cannot be repeated, for instance because it involves a whole group, then the centre will contact the awarding body for advice. It may be possible to accept an application for part absence. The candidate **must** have covered the whole course and have been fully prepared for the assessment but unable to attend on the scheduled date(s)

If a candidate has been subject to an unforeseen prolonged illness or other misfortune during the period when the Controlled Assessment work was produced, it may, in some subjects be possible to accept a reduced quantity of work without penalty, **as long as all of the assessment objectives have been covered at least once**. This will not be possible if the specification requires only one piece of work. Where several pieces of work are required, the reduction will be accepted only if those pieces are testing the same criteria. It will not be possible to give this consideration in every case, for example if work has not been submitted or the assessment objectives have not been satisfied. Candidates **must** have been fully prepared for the course but unable to finish the Controlled Assessment.

Pupils 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 subject department**, under the following conditions:

- Where the work presented for assessment has to be carried out under formal supervision, any pupil re-doing this work must undertake a different task, which must be undertaken in a new period of formal supervision.
- Where the work presented for assessment has to be carried out under informal supervision, pupils may make amendments to it in the light of feedback from their teacher provided this feedback is in line with the requirements of the specification.

Pupils will not be allowed to make amendments after the work has been submitted for final assessment by the teacher.

ACCESS ARRANGEMENTS

The overriding principle is that if a candidate 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 should be made for the Controlled Assessment(s). Subject Heads will be expected to liaise fully with the SENCO and /or Learning Support Co-ordinator when planning for controlled assessment of pupils, build in time for such access arrangements for pupils with Special Educational Needs and make the appropriate arrangements to ensure that the needs of individual students are met (e.g. extra time, classroom assistant, reader, prompter, scribe, rest breaks, etc.). Teachers should ensure that they are aware of any access arrangements which need to be applied during a Controlled Assessment session.

No special access arrangements can be given without the approval of the SENCO/Learning Support Co-ordinator in consultation with the Examinations Officer.

SECURITY ARRANGEMENTS

Each subject will adhere to the specific information on the security levels for Controlled Assessments. This information will typically be found within the teachers' notes or guidance for each specification.

The Examinations Officer and Heads of Subject will together determine appropriate security arrangements and how these are to be applied within the centre.

Work may be stored either by subject departments or the Examinations Officer and responsibility for security lies with that individual as agreed. **Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet.** Work produced over several sessions **must** be collected at the end of each session and stored securely. Work produced electronically **must** be saved securely to ensure that it cannot be amended between sessions. Work stored on memory sticks should also be collected in at the end of each session. Where there is a practical need, secure storage may be defined as a classroom, a studio or a workshop which is locked from the end of one session to the start of the next. This alternative may be implemented on practical grounds given the nature of the

assessment, the need to allow work to dry overnight, or the size of delicacy of some items of work.

It is permissible for teachers to take work home to mark, provided that they take sensible precautions regarding its security.

REVIEW PROCEDURE

This policy will be reviewed annually by the Examinations Officer in line with any new recommendation from Joint Council for Qualifications’.