



**EXAMS POLICY**  
**GCSE CONTROLLED ASSESSMENT**

<b>Mount St Joseph Document Control Table</b>			
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1.0	1 <sup>st</sup> Sept 2019	Reviewed – no amendments recommended
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1.1	1 <sup>st</sup> Sept 2022	Reviewed- Minor amendments to roles and responsibilities.
	1 <sup>st</sup> Sept 2023	Reviewed – no amendments recommended

## ***A Community of Learners, Believers, Friends***

*We believe that every child is uniquely created and loved by God and called by Him to fulfil a special purpose. It is our privilege to help each child to identify, nurture and use his/her talents to build a better world. To this end we will work in partnership with parents, parishes our community of schools and with the wider community.*

### **Roles and Responsibilities Senior leadership team (Assistant Head – Director of Standards)**

- Ensure that each department carries out controlled assessments in accordance with JCQ guidelines and awarding bodies' subject-specific instructions.
- Co-ordinate with Heads of Department, a schedule for controlled assessments to take place
- Map overall resource management requirements for the year. As part of this resolve:
  - Clashes/ problems over the timing or operation of controlled assessments. Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff, students and parents have access to a calendar of events

### **Heads of department will ensure:**

- Decide on the awarding body and specification for a particular GCSE.
- The safe and secure conduct of controlled assessment in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated.
- All marking is standardised.
- All teachers in each department understand their responsibilities with regard to controlled assessments and are familiar with the contents of the JCQ publication "*Instructions for conducting controlled assessments*".

- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- All confidential materials, together with the work produced by the candidates, are stored securely at all times. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar.
- 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.
- SENDCO is informed about any assistance required for the administration and management of access arrangements.
- In the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices.
- Where videos or photographs/images of the candidates are to be included as part of the controlled assessment consent is obtained from parents/carers/guardians.
- A log is kept which contains:
  - The date and time of each assessment together with its title
  - The name of the supervising teacher
  - A list of candidates who were present during the assessment
  - A list of any absent candidates
  - A log of any incidents which occurred during the assessment is kept for each controlled assessment.

**Teaching staff must:**

- Comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- 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.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times.

- Supervise assessments (at the specified level of control) and 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 exam's office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- 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.

**The Exams officer will:**

- 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.
- Take responsibility for receipt, safe storage and safe transmission, whether in CD or hard copy format of all students' controlled assessments.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the rare occasions where controlled assessment cannot be conducted in the classroom; arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team (Assistant Head - Director of Standards).

**Special educational needs coordinator will:**

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for supporting candidates are met.

## **Good Practice**

- At the start of formal sessions of controlled assessment candidates will be reminded to turn their mobile phones off and disable alarms.
- Staff are asked to go through the *JCQ Notice to Candidates (for controlled assessments)* at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.

## **Student Malpractice**

The Deputy Headteacher/ Exams Officer

- report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice
- If the irregularity is discovered prior to the candidate signing the declaration of authentication form, investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body.
- If the irregularity is identified after the candidate has signed the declaration of authentication, the Deputy Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity.
- Supervise all investigations resulting from an allegation of malpractice.
- Respond appropriately to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved.

## **Teacher Malpractice**

- The school will carry out an investigation where it is evident that a teacher has helped a child with their controlled assessment beyond the guidelines contained within each specification.
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

## **Monitoring and evaluation**

This policy will be monitored on behalf of the Governing Body by the Governors' Curriculum Committee on a biennial basis.

The policy should be read in conjunction with the Exams policy.

## **Reviews of marking - centre assessed marks**

Mount St Joseph is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Mount St Joseph is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Mount St Joseph will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Mount St Joseph will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Mount St Joseph will, having received a request for copies of materials, promptly make them available to the candidate.
4. Mount St Joseph will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing.
6. Mount St Joseph will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Mount St Joseph will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Mount St Joseph will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.

10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Mount St Joseph and is not covered by this procedure.

### Risk Assessment for Controlled assessments

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
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	Heads of Department (HoDs)
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	HoDs to discuss at their meetings
<b>Accommodation</b>			
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	HoDs/EO/AHT/DHT

Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HoDs/EO/AHT/DHT
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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Downloading awarding body set tasks</b>			
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	IT TEAM/HODs
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	IT TEAM/HODs
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	IT TEAM/HODs
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		IT TEAM/HODs

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	HoDs/EO/AHT TO MAKE SURE AWARE OF  ALL CONTROLLED ASSESSMENT  DATES
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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Control levels for task taking</b>			
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	HoD's TO UPDATE ALL THEIR STAFF ON REQUIREMENTS WELL BEFORE TEST TAKES PLACE
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	HoD's/TEACHERS

		signed after every session	
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		HoD's
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> 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.		HoD's

\*Not all controlled assessment whether for the Diploma or GCSEs will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Task setting</b>			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HoD's

Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoD's
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HoD's/DHT
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HoDS TO ENSURE THEY HAVE LOCKABLE STORAGE FOR THESE ASSESSMENTS FROM THE BEGINNING
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HoD's AS ABOVE

\*\* All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	STUDENTS/TEACHERS/ HoDs
Deadlines for marking and/or paperwork not met by teaching staff/assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HoDs/TEACHERS
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HoD's
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HoDs/DHT

Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoDs/TEACHER S
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoDs/TEACHER S