

Controlled Assessment Policy



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Updated : September 2022

Next review due by: July 2023

Afifah School

1. It is the responsibility of each Subject teacher to obtain the controlled assessment task details from the exam boards.
2. The Subject teacher should choose the most appropriate time for the controlled assessment to take place.
3. The Controlled Assessment may take place during timetabled class time.
4. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place.
5. Relevant display materials must be removed or covered up.
6. 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 students are under exam conditions.
7. Each student is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
8. All assessment materials must be locked in a suitable secure cabinet at the end of each session.
9. Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above.
10. If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
11. For long absences, special consideration should be applied for.
12. Entries for controlled assessment must be made at the appropriate time.
13. Attendance records from assessment sessions should be kept by the class teacher.
14. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
15. Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in

each candidate's own words.

- 16.** Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
- 17.** If suspected malpractice occurs, the Exams Officer must be informed.
- 18.** If a student's work is lost within the school, this must be reported to the exam board.
- 19.** Authentication forms must be signed by the teachers and candidates.
- 20.** Access arrangements do apply to controlled assessment.
- 21.** The assessment marks must be submitted to the exam board by the appropriate date.
- 22.** Candidates' work must be securely stored as in 8 above until all results have been verified.
- 23.** Re-sits of controlled assessment may be allowed in the next exam session.
- 24.** After the results are published it may be possible to request a re-moderation of the work.

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Example risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	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	Subject teacher/s, EO, head teacher
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 sometime between assessments	Subject teacher/s
Pupils struggling to manage demands on time & potential pressures	Plan assessments so they are spaced over the duration of the course; potential issues identified early	Early distribution of year schedule to pupils and parents	Subject teacher, head teacher
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	Subject teacher/s. All staff to be made aware of controlled assessment room
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Subject teacher/s. All staff to be made aware of controlled assessment room

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Example risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	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	Subject teacher
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	Subject teacher, EO
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Subject teacher, EO, awarding body
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject teacher
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	Subject teacher, EO, Other subject departments with which there is a clash

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Example risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	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	Subject teacher, EO, awarding body
Supervision			
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 signed after every session	Subject department. EO
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	Inset/awarding body meeting/online documents	Subject teacher, EO
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.		EO

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

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Example risks and issues	Possible remedial action		Staff (use 'RACI' to determine who should be listed)
	Forward planning	Action	
Task setting			
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	Subject teacher, EO
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	Subject department, EO, Awarding body
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Subject department, EO, head teacher, Awarding body
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	Subject department, EO, Awarding body
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	Subject department, EO, Head teacher

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

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	Forward planning	Action	
Deadlines			
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.	Subject department, awarding body
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	Subject department, EO, Awarding body
Authentication			
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	Subject department
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	Subject department, EO

Example risks and issues	Possible remedial action		Staff (<i>use 'RACI' to determine who should be listed</i>)
	Forward planning	Action	
Marking			
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	Subject teacher, EO, Awarding body
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.	Subject department, EO Awarding body