PRIORY
INTEGRATED
COLLEGE
HOLYWOOD

accomplishing more together

SCHOOL
POLICY

Policy Name:	Controlled Assessment
Review date:	
Date to be reviewed:	
Agreed by the BOG on:	
Policies which are linked to this policy:	

Integrated Education has been one of the most significant social developments within Northern Ireland in the last 40 years. Priory wears its Integrated ethos and practice with pride, Integration is prioritised by school leadership and is led by the Principal, BOGs and a drive team, under the leadership of the newly appointed Integration Co-ordinator. The four core principles of integrated education - **equality, faith and values, parental involvement** and **social responsibility** are central in all we do. Integration and Inclusion remains high on the agenda of the college and we will endeavour to make sure that every child is welcomed and taught in a safe and nurturing Priory College.

College Mission Statement
Priory Integrated College welcomes children from all traditions, cultures and abilities. Together, we aim to empower every child to reach their full potential, in a nurturing, caring environment which upholds respect and excellence for all.

Introduction
Priory Integrated College fully recognises its responsibilities for controlled assessments as part of the GCSE specifications and for coursework in BTEC, OCR Cambridge Nationals/Technicals, OCN NI, Prince's Trust, Ascentis and GCE subjects, to ensure the planning and management of the asessments are conducted efficiently and in the best interests of the candidates.

It is the responsibility of everyone involved in the centre's exam process to read, understand and implement this policy.

Procedures

Staff Responsibilities
Head of Centre will
- Have overall accountability for implementation and adherence to the JCQ guidelines on Controlled Assessment

Senior Leadership Team will
- be accountable for the safe and secure conduct of controlled assessments;
- ensure that assessments comply with the JCQ guidelines and awarding bodies' subject-specific instructions;
- co-ordinate the schedule of Controlled Assessments with Heads of Department/Subject Co-ordinators over the two-year key stage 4 period;
- map overall resource management requirements for the year;
- ensure that all staff have a calendar of events;
- create, publish and update an Internal Appeals Policy.

Heads of Department will
- decide on the awarding body and specification for a particular GCSE, taking into account the needs, interests and abilities of the students;
- supply the Examinations Officer with details of all unit codes for Controlled Assessments;
- ensure that at least 40% of the overall assessment at GCSE (controlled and/or external assessment) is taken in the exam series in which the qualification is to be certified;
- carry out internal standardisation on the marking of all work where more than one teacher is involved in the assessment of an internally assessed component;
- ensure that individual teachers understand their responsibilities with regard to Controlled Assessment;
- ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with any other subject-specific instructions;
- where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with the awarding body specifications and Controlled Assessments;
- ensure that the most up-to-date candidate record sheets are downloaded and distributed to the teaching staff;

- ensure that teachers complete all OMR sheets and Marksheets in relation to the marking of the Controlled Assessment task
- on the few occasions where controlled assessment cannot be carried out in the classroom, liaise with SLT to arrange suitable accommodation;
- supply the Examinations Officer with information regarding absences, illnesses or any other special circumstance relating to the taking of a Controlled Assessment task.

Teaching Staff will

- understand and 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 assessments 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, where assistance is only given to students as outlined in the specification;
- 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 to the Examinations Officer to the awarding body when required, keeping a record of the marks awarded;
- retain candidates' work securely between assessment sessions;
- once completed, retain candidates' work securely until the closing date for post results enquiries;
- liaise with SENCO regarding access arrangements, giving appropriate advance notice;
- forward information to the Head of Department regarding partial absence or special considerations.

The SENCO will

- supply the Examinations Officer with Access Arrangements based on guidance noted in the JCQ publication *'Access Arrangements, Reasonable Adjustments and Special Considerations'*.
- work with the Examinations Officer to ensure that all access arrangements are completed correctly
- work with the teaching staff to ensure that requirements for support staff are met.

The Examinations Officer will

- be accountable for ensuring that Heads of Departments are aware of the regulations concerning Controlled Assessments, and ensure that they comply with the JCQ guidelines and Awarding Body subject-specific instructions

- supply candidates with Declaration of Authentication – coursework assessments (Appendix 1)
- supply candidates with the JCQ Information for Candidates - coursework assessments (Appendix 2)
- enter students for individual units, whether assessed by controlled assessment or terminal examination, before the deadline for final entries;
- enter students' 'cash-in' codes for the terminal examination series;
- 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;
- collect and send mark sheets to the awarding bodies before the deadlines;
- assist the SENCO with Access Arrangements based on requests and evidence supplied
- apply for Special Considerations at the end of the series, where appropriate.

Pupils will
- read the JCQ information for candidates and adhere to the guidelines
- follow directions from staff and produce work commensurate with their ability
- sign the Declaration of Authentication form

If they have any concerns about procedures used in assessing internally marked work, they should see the Head of Department.

Key Points
All Heads of Department and Subject Co-ordinators should make themselves familiar with the following documention regarding controlled assessments.

- CCEA or other examining board Controlled Assessment Guide
- JCQ Information for Conducting Controlled Assessments
- Priory Integrated College 'Controlled Assessment Policy'
- Priory Integrated College 'Internal Appeals Policy'

Controlled Assessment is different for each subject area. The following is a guide to ensure some consistency across departments:-

- Liaise with all Departments and SLT to establish a suitable dates, times and venue for the controlled assessment activity.
- Keep a log of dates and times of each assessment at departmental level.
- Check with SENCO regarding approved Access Arrangements for students.
- Check and record student attendance for each session.
- Ensure students/parents/carers are aware of regulations.
- Ensure that the proper conditions are applied for the appropriate level of control, eg. 'High Level', normal exam conditions apply:

  - Use exam signs on doors
  - Disconnect teacher's phone
  - No mobile phones

- No unauthorised materials
- Disable internet if appropriate
- Ask another member to verify conditions

Students' work should be retained and ***STORED SECURELY*** at all times within the department, between completion of tasks and until the closing dates for enquiries for results (the following Autumn term – check with exams Officer for actual date.

Pupil Malpractice
The Principal will:
- Report to the appropriate Awarding Body, at the earliest opportunity, all suspected or actual incidents of malpractice
- Investigate any alleged malpractice internally, if the irregularity is discovered prior to the candidate signing the declaration of authentication form or prior to the entries being made, and record the outcome on the authentication form supplied by the Awarding Body
- Submit full details of the case to the relevant Awarding Body at the earliest opportunity, if the irregularity is identified after the candidate has signed the declaration of authentication form and after the entries have been made
- Supervise all investigations resulting from an allegation of malpractice
- Ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice, thus avoiding any conflicts of interest which could otherwise compromise the investigation
- Respond speedily and openly to all requests for an investigation into an allegation of malpractice

Teacher Malpractice
- The Centre 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 Centre, and the Awarding Body will be informed

Risk Management

Example risks and issues	Possible remedial action		Person Responsible
	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 HODs Head of Senior School
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 HODs Head of Senior School
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	HOD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		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	HOD ICT Technician
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	HOD ICT Technician
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HOD ICT Technician
Absent Candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HOD
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	HOD (working with Examinations Officer)
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources,	Ensure teaching staff/assessors know what level is applicable and understand what is	Seek guidance from the awarding body .	SLT Quality Nominee HOD

supervision and collaboration)	involved. Provide training if required.		
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	HOD
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		SLT Quality Nominee HOD
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.		SLT Quality Nominee HOD Examinations Officer
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
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
Security of Materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HOD Examinations Officer
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	HOD
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HOD
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	HOD
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	Seek guidance from awarding body	HOD

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	HOD
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.	HOD
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	HOD
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	HOD

Appendices

Appendix 1   Declaration of Authentication – coursework assessments

Appendix 2   Information for Candidates – coursework assessments

Appendix 3   Information for Candidates – non-examination assessments

Appendix 4   Information for Candidates – onscreen tests

Information for students posted on website:

Information for candidates: Coursework
https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-Coursework_Assessments_2023_FINAL.pdf

Information for candidates: Non-examination Assessments
https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-NE_Assessments_2023_FINAL.pdf

Information for Candidates: On Screen Examinations
https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-On-Screen_Examinations_2023_FINAL.pdf