



CHALLNEY HIGH SCHOOL FOR GIRLS

CONTROLLED ASSESSMENT AND NON-EXAMINATION ASSESSMENT POLICY

Legal

- To meet the requirements of the Joint Qualifications Council (JCQ)
- To meet the requirements of all awarding organisations used by the school

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Examinations Officer and reviewed by the Senior Leadership Team
- The Headteacher will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require

Prepared by: Examinations Officer

Reviewed by: Assistant Headteacher

Approved by: SLT and School Governors

Definitions

Controlled assessments, Non-examination assessments, portfolios etc. measure subject-specific skills that may not necessarily be tested by timed written examinations.

Responsibilities

Headteacher

- To be familiar with 'JCQ Instructions for conducting non-examination assessment' and 'JCQ instructions for conducting controlled assessments'.
- Responsible to all relevant awarding organisations to ensure that all non-examination assessments, controlled assessments, portfolios etc. are conducted according to qualification specifications.
- Complete 'Centre declaration sheets' as required.

Examinations Officer

- To be familiar with 'JCQ Instructions for conducting non-examination assessment' and 'JCQ instructions for conducting controlled assessments'.
- To be familiar with policies, instructions and guidelines relating to non-examination, controlled assessment and portfolios for all relevant awarding organisations.
- In collaboration with Subject Leaders to submit assessment marks to the relevant awarding organisation in a timely manner.
- In collaboration with Subject Leaders send assessments and samples for moderation in a timely manner.
- In collaboration with Subject Leaders make appropriate arrangements for the security of assessment materials.

Subject Leaders

- To be familiar with 'JCQ Instructions for conducting non-examination assessment' and 'JCQ instructions for conducting controlled assessments'.
- To be familiar with policies, instructions and guidelines relating to non-examination, controlled assessment and portfolios for all relevant awarding organisations.
- Ensure that subject teachers understand their responsibilities with regard to non-examination, controlled assessment, portfolios etc.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To obtain confidential materials/tasks set by awarding organisations in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To undertake appropriate departmental standardisation of non-examination assessments, controlled assessments, portfolios etc.
- In collaboration with the Examinations Officer, to submit assessment marks to the relevant organisation in a timely manner.
- In collaboration with the Examinations Officer send assessments and samples for moderation in a timely manner.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of assessment materials.
- To be familiar with regulations and instructions for conducting assessments with reference to special access arrangements.

- In collaboration with the Examinations Officer co-ordinate requests for special access arrangements.

Subject Teachers

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign any required authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding organisation.
- Via the Subject Leader, submit marks via the Examinations Officer to the awarding organisation when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate departmental standardisation of Controlled Assessments.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, 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.
- Ask the special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

Task Setting

In accordance with specific awarding organisation guidelines, Subject Leaders will be responsible for the selection of assessment tasks from an approved list or for setting appropriate centre specific tasks.

Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

Task Taking

Unless the awarding organisations instructions, regulations or specification says otherwise, invigilators and warning signs/posters are not required.

Teachers will ensure there is sufficient supervision to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.

Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance

should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.

Teachers must be aware of the awarding organisations restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

Authentication

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Task Marking

Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.

The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results.

Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

Enquiries about Results (EAR)

Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding organisation. Each awarding organisation will issue their policies and guidelines regarding this.

Factors affecting individual candidates

If a candidate misses part of an assessment task through absence, an alternative supervised session can be organised.

The school will follow the procedures set out in awarding organisation guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to awarding organisation guidelines on Access Arrangements.

The school will consider requests to repeat Non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding organisation. Decisions will be made on an individual basis, by SLT in consultation with Subject Leaders. If a Non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Risk management process

The following pages examines potential risks and issues relating to the implementation of controlled assessment and non-examination assessment and shows how these might be managed and mitigated through forward planning and remedial actions.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment and non-examination assessment schedule clashes with other school activities	Plan/establish schedule well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar and agree with Senior Leadership Team	Subject Leaders
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use a larger venue or multiple classrooms and sittings where necessary. Book rooms as required via admin staff	Subject Leaders Subject Teachers
Insufficient facilities for all candidates	Planning ahead and booking of rooms and other facilities	Book equipment, facilities and rooms as required	Subject Leaders Subject Teachers
Downloading 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 Teachers
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding organisation secure extranet sites well ahead of the controlled assessment schedule. Examination Officer to amend access rights as required.	Subject Teachers Examination Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding organisation and ask for replacement task; download again	Subject Teachers

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Teachers
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding organisations website, specifications and publications	Subject Teachers Examination Officer
Supervision			
Student study diary/plan not provided or completed (Not all assessments will require the completion of a study diary or study plans)	Ensure teaching staff 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 Teachers
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Seek guidance from the awarding organisations websites, specifications and publications	Subject Teachers Examination Officer
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding organisations specification	Arrange supervision via the Examination Officer	Subject Teachers Examination Officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Access Arrangements			
Candidates within the cohort require access arrangements	Candidates requiring access arrangements are identified and assessed by the SENCo. Requirements are identified and information made available to teaching staff and Exams Officer.	Candidate to receive any permitted access arrangements as per their normal way of working	Subject Teachers Examination Officer SENCo
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding organisations specification (All tasks whether set by the awarding organisation or the centre must be developed in line with the requirements of the specification)	Seek guidance from the awarding organisations websites, specifications and publications	Subject Teachers
Assessments have not been moderated in line with the awarding organisations specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding organisations websites, specifications and publications	Subject Leaders Subject Teachers
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding organisations to request/obtain different assessment tasks	Subject Leaders Subject Teachers
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding organisations requirements, for each department as necessary	Seek guidance from the awarding organisations websites, specifications and publications. Use secure examination storage if required	Subject Leaders Subject Teachers Examination Officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the course	Find alternative storage within the centre Use secure examination storage if required	Subject Leaders Subject Teachers Examination Officer
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding organisation on further action	Subject Leaders Subject Teachers Examination Officer
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding organisation deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding organisation deadlines)	Seek guidance from awarding organisation on further action	Subject Leaders Examination Officer
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Subject Teachers
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature. Ensure authentication forms are signed as work is marked	Subject Leaders Subject Teachers Examination Officer

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Arrange for re-marking</p> <p>Consult the awarding organisations specification for appropriate procedures</p>	<p>Subject Leaders</p> <p>Subject Teachers</p>
Centre does not run the standardisation activity as required by the awarding organisation	Plan against the awarding organisation requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding organisation whether a later standardisation event can be arranged	Subject Leaders

Policy review

The review should be repeated at regular intervals and kept up to date.