

CONTROLLED ASSESSMENT POLICY

WHY TO WE HAVE THIS POLICY?

From September 2009, Controlled Assessment replaced coursework for 26 new GCSEs. This was one of the changes in the Government's reform of education for 14-19 year olds, designed to ensure that specification content meets the aims of the revised secondary curriculum.

Purposes

Controlled Assessment:

- ❖ enables a more integrated approach to teaching and learning and assessment;
- ❖ provides an increased facility to ensure that work is the pupil's own;
- ❖ enables teachers to choose the timing of the controlled assessment;
- ❖ enables teachers to select from a choice of tasks and contextualise them;
- ❖ is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning;
- ❖ usually takes place in the classroom, within the normal timetable;
- ❖ features levels of control designed to maximise reliability and authenticity.

Process of Controlled Assessment

The process has 3 stages:

- **Task Setting**

Tasks are set either by the awarding body (High Control) or by the Centre (Medium Control) and, in both cases, must be developed according to the requirements of the specification.

- **Task Taking**

Three levels of control apply.

Low Control: pupils can work unsupervised outside the classroom. This is normally the research stage.

Medium Control: pupils can work under informal supervision. This is normally the analysis stage.

High Control: pupils complete their task under direct supervision throughout. This is the writing up stage.

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- **Task Marking**

Task marking has either a high or medium control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework.

Responsibilities

Senior Leadership Team (SLT)

The SLT has overall responsibility for ensuring controlled assessment operates successfully, which involves:

- ❖ establishing a centre policy on controlled assessment;
- ❖ assigning responsibilities to specific members of staff ;
- ❖ ensuring that all staff understand their roles and responsibilities e.g. using professional development sessions;
- ❖ dealing with issues arising e.g. resolving timetable clashes or obtaining additional facilities;
- ❖ monitoring the operation of controlled assessments e.g. receiving reports from subject departments and/or the exams office.

Subject departments

Every subject department will need to:

- select awarding organisations and GCSE specifications;
- decide on timings of assessment to meet requirements of terminal assessment;
- arrange internal standardisation of marking by all teachers involved in assessing an internally assessed component;
- ensure that all teachers understand their roles and responsibilities in controlled assessment and are familiar with the requirements of the GCSE specification e.g. through departmental meetings and professional development.
- ensure department handbook has provision to incorporate controlled assessment appropriately;
- consult with the Special Education Needs Co-ordinator (SENCO) on additional arrangements, which might be needed for a particular candidate;

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- make contingency arrangements in the event of absence by candidates or teacher e.g. a second, alternative date for the controlled assessment; arrangements for secure storage of candidates' work.

Teachers

Individual teachers will need to:

- ❖ contribute to decisions about the selection of the awarding organisation and specification;
- ❖ decide how the controlled assessment should be incorporated into the scheme of work to provide a coherent sequence of learning and ensure pupils are well-prepared for the controlled assessment e.g. in developing linguistic or practical skills or carrying out fieldwork or research;
- ❖ provide information, as necessary, to the subject department (on planning of teaching and delivery) and to the exams office (individual unit codes, planned dates of assessment);
- ❖ book facilities, resources and any specialist requirements needed for the controlled assessment;
- ❖ obtain confidential materials and tasks set by the awarding organisation;
- ❖ supervise assessments, applying the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher;
- ❖ store candidates' work securely.

Exams Office Staff

Exams office staff will:

- ❖ liaise as necessary with the Senior Leadership Team, subject departments and individual teachers;
- ❖ enter pupils for individual units, including controlled assessment units and externally examined units;
- ❖ be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding organisations and teachers.

Site Staff and Administrative Staff

Depending on the resources involved, site and administrative staff might have a significant role in:

- ❖ ensuring all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for controlled assessment tasks;

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- ❖ arranging any additional equipment or materials which will be needed for the controlled assessment task well in advance;
- ❖ resolving any timetabling clashes for accommodation or facilities;
- ❖ ensuring, in liaison, and as necessary, with teachers and the exams office, that suitable, secure storage exists for candidates' work.

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