

SCALBY SCHOOL

GCSE Controlled Assessment Policy

HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Governors	Comments
1	A. Wappat	November 2010	2.2.11	
2				

Context of Policy

From September 2010, Controlled Assessment replaces coursework for 26 new GCSEs. It was a key part of the previous Government's reform of education for 14-19 year olds, designed to ensure that specification content meets the aims of the revised secondary curriculum.

Key features:

- ◆ Enables a more integrated approach to teaching & learning and assessment
- ◆ Provides an increased facility to ensure that work is the student's own
- ◆ Enables teachers to choose the timing of the controlled assessments
- ◆ Enables teachers to select from a choice of tasks and contextualised them
- ◆ Viewed as an integral part of the course, rather than a separate activity
- ◆ Usually takes place in the classroom, within the normal timetable
- ◆ Features levels of control designed to maximise reliability and authenticity

The Process of Controlled Assessment:

1. 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.

2. Task Taking:

1. Low control – students can work unsupervised outside the classroom. This is normally the research stage
2. Medium control – students can work under informal supervision. This is normally the analysis stage
3. High Control - Students complete their task under direct supervision throughout. This is the write up stage

3. 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.

Where Medium Control applies Scalby School colleagues must use the Internal Verification (IV) policy to standardise their marking.

Responsibility of staff in the implementation of the Controlled Assessment Policy

1. It is the responsibility of each Head of Department/Subject to obtain the controlled assessment task details from the relevant exam board.
2. The Subject Leader should choose the most appropriate time for the controlled assessment to take place, in consultation with SLT and (where appropriate) other Heads of Department if there is a clash of interest on the Calendar.
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. Where appropriate to the subject specification, students keep a research diary where they note the guidance and feedback received from their teacher.
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 for medical reasons, 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, for example if a student is eligible for 25% extra time
- 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.