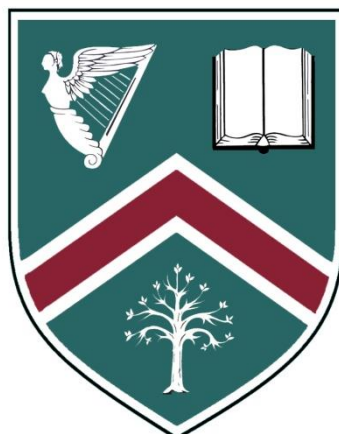


# Controlled Assessment Policy



**STRATHEARN SCHOOL**

## STRATHEARN SCHOOL

### CONTROLLED ASSESSMENT PROCEDURES

#### 1. Rationale:

As part of the 2007 review of GCSE qualifications and subject criteria, QCA commissioned a report on internal assessment in GCSE specifications. The report, published in June 2007, recommended that coursework should be replaced, in the majority of subjects, by controlled assessment.

#### 2 Definition:

Controlled assessment is a form of internal assessment where the control levels (High, Medium, Low) are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the awarding body. For most subjects, however, work will be marked by the centre and moderated by the awarding body.

#### 3. Managing Controlled Assessment

Management Issue	Solution
Timing	<ul style="list-style-type: none"> <li>• Schedule for Controlled Assessment</li> <li>• Controlled Assessment should be completed within allocated timetabled periods</li> </ul>
Accommodation / Resources	<ul style="list-style-type: none"> <li>• Prior Planning with VP/ SSC to facilitate any necessary room / staffing changes</li> </ul>
SEN Pupils	<ul style="list-style-type: none"> <li>• HOD, TiC, Subject Teacher meeting with SENCO/ LST to manage access arrangements for the pupils</li> </ul>
Absence	<ul style="list-style-type: none"> <li>• Contingency arrangements should be established</li> <li>• Pupils should be accommodated (if possible) in class time, if not, after school and lunchtimes should be used</li> </ul>

	<ul style="list-style-type: none"> <li>If it is a persistent problem subject teacher to inform HOD/TiC, if required inform VP</li> </ul>
Adherence to rules	<ul style="list-style-type: none"> <li>Staff should be familiar with the contents of the JCQ publication "Instructions for conducting controlled assessments";</li> </ul>
Internal Appeals Process	<ul style="list-style-type: none"> <li>Internal Appeals Policy established and issued to staff and pupils</li> </ul>

#### **4. Roles and Responsibilities:**

##### **The Principal will:**

- ensure that arrangements are in place for controlled assessment in accordance with the instructions issued by the Joint Council for Qualifications(JCQ).

##### **The Vice Principal will:**

- co-ordinate with Heads of Department to compile a schedule for controlled assessment;
- liaise with the School Services Coordinator to map overall resource management requirements for the year and especially clashes/problems over timing and issues arising from the need for particular facilities (IT suites etc.);
- ensure that all staff, pupils and parents have a schedule of the controlled assessments for the year.
- Distribute the JCQ regulations and brief staff and pupils.

##### **Subject Leaders will ensure:**

- the safe and secure conduct of controlled assessments in their subject and comply with JCQ guidelines and awarding bodies' subject-specific instructions;
- that all marking is standardised;
- that all teachers in each department understand their responsibilities with regard to controlled assessment and are familiar with the contents of the JCQ publication "Instructions for conducting controlled assessments";

- that individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instruction;
- that there are clear procedures outlined in the departmental handbook;
- that all materials including any drafts are secured at all times;
- that support staff are given sufficient notice in which to order and prepare materials needed for assessments;
- that the Special Educational Needs co-ordinator/ LST is aware of any special arrangements required;
- that where videos or photographs/images of the candidates are to be included as part of the controlled assessment, written parental consent is obtained;

### **Subject teachers will:**

- comply with the general guidelines contained in the JCQ booklet "Instructions for conducting controlled assessments";
- 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 any confidential materials/ tasks set by the awarding bodies in sufficient time to prepare for the assessments and ensure that such materials, together with pupils' work, are stored securely at all times;
- supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows;
- 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 by the date required, keeping a record of the marks awarded;
- retain candidates' work securely between assessment sessions (if more than one);
- 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.

**The Examinations Officer will:**

- enter students for individual units, whether assessed by controlled assessment, external examination or on-screen test, before the deadline for final entries;
- on the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Vice Principal.

**The Special Educational Needs Co-ordinator will:**

- ensure access arrangements for controlled assessments have been communicated to relevant staff;
- work with staff to ensure requirements for pupil support are met.

**5. Internal Appeals Policy:**

See attached policy.

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**Other relevant documents:**

- Anti –Plagiarism Policy
- Controlled Assessment – Parents Document



## **Internal Appeals Procedure for Coursework**

### **Information for Parents and Students**

The GCSE, GCSE in vocational subjects, GCE and VCE Code of Practice produced by the Regulatory Authorities has been designed to promote quality, consistency, accuracy and fairness in assessment and awarding. Awarding bodies have agreed to implement the Code of Practice in full.

### **Notification of Coursework results**

Teachers will inform students of the results in class and students are permitted to see the marking and mark sheets for each piece of coursework.

### **Notification of Appeal by student**

Students will then have a period of 2 weeks from the dispatch of the Coursework report from which they can make an appeal about a coursework mark.

Students must fill in the 'Student Appeal Application' form and must give it to the Curriculum Vice Principal.

### **What are the Grounds for Appeal?**

The Code of Practice for External Examinations has put a responsibility upon the Awarding Bodies to require centres offering their examinations to commit themselves to ensure that 'publishing appeals procedures relating to internal assessment decisions are made widely available and accessible to all candidates.'

As a result, if you feel that you have adequate grounds for complaint about a particular mark or result you have obtained for a piece of coursework you can make a formal complaint that will be investigated fully within the school to ensure that you have been assessed in a fair and consistent manner.

## Appeals Procedure Summary

1. Appeal will be delivered to the Curriculum Vice Principal by student or parent of a student before published deadline.
2. The Curriculum Vice Principal has been appointed by the Principal to manage internal appeals. She will inform the Principal of the existence of an appeal.
3. The Curriculum Vice Principal will convene an Appeals panel to meet which will be not less than 3 people and will include the class teacher involved and the Head of Department.
4. The candidate, with or without the assistance of a representative (parent/guardian/friend), may present their case to the panel either verbally, or more normally in writing via the application form provided.
5. Candidates are permitted access to the following information:
  - *The marks awarded to them by the centre for this piece of work.*
  - *All comments recorded by the centre relating to their internally assessed work*
  - *Any correspondence between the centre relating to their internally assessed work*
  - *Information, if available at the time of the appeal, as to whether their work was sampled by the Awarding Body*
  - *The moderated mark given to the work by the Awarding Body, if known*
  - *Relevant awarding body procedures for the conduct of internal assessments*
6. A written record and minutes of every discussion pertaining to the appeal will be kept on file.
7. Students will be informed in writing of the result of the appeal, including the reasons for the outcome and details of any action taken.

## Exam Panel Procedure

The purpose of the panel meeting is to establish whether or not the proper marking and moderation procedures have been put into place, and to assess whether the mark produced was a fair and accurate representation of the application of these procedures.

The following procedure will be observed at the meeting.

1. The Chair will introduce the meeting by describing the procedures which will be followed.
2. The applicant's case will be put to the panel and any witnesses called as appropriate.
3. The panel will have the opportunity to ask questions of the appellant and any witnesses (if present).
4. The teacher/representative of the teacher will be allowed to put their case, calling upon any witnesses as appropriate.
5. The teacher will spell out the following information:
  - *How was the coursework marked?*
  - *What guidance/training has the teacher received to mark this coursework?*
  - *What procedures were put into place to moderate and standardise the student's work within the class and across the department?*
6. The panel will have the opportunity to ask questions of the teacher and any witnesses.
7. The appellant and any witnesses, if present, will leave the meeting and will be informed of the decision in writing within 5 working days.
8. The panel will deliberate in private and will either confirm the original decision or uphold the appeal. If the appeal is upheld, the department involved must modify the candidate's mark and inform the exam board concerned.
9. Full details of the appeal will be held on file by the Exams Officer and by the Head of Department concerned, and are to be made available to the awarding body on request.

Please note that the panel will **NOT** be asked to rule on the level of help that a teacher has given or not given to a student for the completion of a piece of work. This is not grounds for appeal.



# STRATHEARN SCHOOL

## STUDENT APPEAL APPLICATION

Student Name: \_\_\_\_\_

Subject: \_\_\_\_\_ Level: GCSE

AS

A2

Assessing Teacher: \_\_\_\_\_

***Description of coursework piece:***

Assessed mark by teacher \_\_\_\_\_ out of \_\_\_\_\_

***Why are you appealing this mark?***

Signed \_\_\_\_\_ (candidate)

Signed \_\_\_\_\_ (parent) Dated:

\_\_\_\_\_

***Office use only***

Date appeal received \_\_\_\_\_ Outcome dated: \_\_\_\_\_

Date First Panel Meeting \_\_\_\_\_ Outcome: