

NORTHAMPTON SCHOOL FOR GIRLS

CONTROLLED ASSESSMENT POLICY

Links to:

Assessment, Recording and Reporting Policy

Examinations Policy

Procedure for Dealing with Malpractice

Controlled Assessment has replaced coursework in most GCSEs. This is 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.

Key features:

- Enables a more integrated approach to teaching and learning and assessment
- Provides an increased facility to ensure that work is the students 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

1. Task Setting
2. Task Taking
3. Task Marking

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:

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.

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. In this case, NSG staff must use the IV policy to standardise marking.

Responsibility of staff in the implementation of the Controlled Assessment Policy

It is the responsibility of each Subject Leader to obtain the controlled assessment task details from the exam boards and to use the guidance and support given to them.

The Subject Leader identifies the most appropriate time for the controlled assessment to take place and supports the teaching team throughout the process.

Subject leaders make sure that when high level assessment is taking place relevant display materials are removed or covered up.

The subject team plan the tasks for the assessment and schedule the timings for these within their schemes of work.

The subject team give students clear guidance about the process for planning and taking the assessment.

The subject leader ensures that the team are 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.

Subject leaders ensure that assessment materials are locked in a suitable secure cabinet at the end of each session. If work is saved on memory sticks these must be collected in after each session and locked away.

Controlled Assessment usually takes place during timetabled class time.

Subject teachers need to ensure they are aware of students who are eligible for additional access arrangements and to have plans in place in order to meet these arrangements.

The SENCo will provide information about the access arrangements in place on a termly basis

The Exams Officer is aware when high level controlled assessment is taking place.

Each student keeps notes where they write the guidance and feedback received from their teacher. They should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.

The school will compile a calendar per year group of when the controlled assessments are taking place based on information provided by team leaders and will aim to minimise pressure on students.

The calendar for assessment forms part of the school calendar and is in planners.

Entries for controlled assessment must be made at the appropriate time.

Attendance records from assessment sessions should be kept by the class teacher

Contingency plans

If a student is absent, the teacher must allow that student the chance to make up the time if necessary. This is organised within the department in the first instance.

Subject teachers will liaise carefully with tutors and the pastoral team to ensure students who may already be experiencing some difficulties are not put under more pressure but at the same time are supported in getting the work done.

For long absences, special consideration and or further support should be applied for through the exams officer who will discuss this with the Deputy Head.

Candidates' work must be securely stored until all results have been verified.

If a student's work is lost within the school, this must be reported to the exam officer.

If a colleague is leaving the school the subject leader is responsible for ensuring appropriate handover of any controlled assessments.

If the subject teacher is absent on the day of an assessment the subject leader may wish to ask that the cover supervisor carries out the supervision of the task

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Good Practice for Teachers

When marking candidates' work – look out for unusual irregularities in their writing. This may include changes in style, irrelevant language, misplaced words or phrases, sentences that trigger the feeling of having seen them before.

In this instance, copy and paste the irregularity into a search engine to see if this features in any site on the internet.

If there is evidence that this is copied from a site, please inform the Head of Department who will ensure that the Deputy Headteacher is informed.

Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.

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.

If suspected malpractice occurs, the Deputy Head and the Exams Officer must be informed.

Authentication forms must be signed by the teachers and candidates.

Access arrangements do apply to controlled assessment.

The assessment marks must be submitted to the exam board by the appropriate date.

After the results are published it may be possible to request a re-moderation of the work.

Assessment of the tasks

Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school