

St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY
CO-ED SIXTH FORM



CONTROLLED ASSESSMENT POLICY

APPROVED: November 2021
DATE TO BE REVIEWED: November 2022

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At St Martin's we are a family community built from Christian values. We believe, most importantly, that we belong to something much greater than ourselves – Christ is at the centre of our Church of England school community. In all that we do, we seek to show God's care for our students. We live, love and learn together. Students of all faiths and none are welcomed into our school family. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit, alive in every person.

Our vision

A high achieving Christian Girls' School with a thriving mixed Sixth Form where excellence is exemplified and encouraged, ensuring an enriching educational experience where our students appreciate that learning is not a matter for school but for life and productive citizenship.

Our Mission

Inspired by our motto "Caritate et Disciplina" Our mission is to create a safe, caring, happy and inclusive community underpinned by our Christian values. We want our students to shine and grow together in faith and knowledge, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond.

We believe that reverence for God, respect for self, others and the environment is essential in today's society and we therefore dedicate our effort towards fostering these virtues. During their time at St Martin's, they will be empowered to fulfil their learning potential because they are **Hopeful, Enquiring, Respectful, Organised, Independent and Collaborative**. Our students will fulfil their academic potential, but more than this, they will develop the skills, competencies and personal qualities and characteristics that will help them to be successful in the future in whatever route they choose to take.

'Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech.' Titus 2: 7-8

St Martin's School Prayer

Dear God,

We thank you for your love and your promise to be with us.

At school or work, at rest or play, help us to feel near to you and hear your voice.

Guide each one of us to be like St Martin by always showing respect, encouraging one another and serving our community.

Help me to be aware of my talents, be independent, enquiring and hopeful for the future.

Amen

Inspired by St Martin's Original School Prayer

**We nurture. We develop. We educate. We are St Martin's.
Controlled Assessment**

The purpose of this policy is to:

- identify staff responsibilities in planning and managing GCSE and other controlled assessments;
- examine potential risks and issues relating to the implementation of controlled assessment for such qualifications and how these might be managed and mitigated through forward planning and remedial actions.

This policy does not cover:

- internal assessment procedures within the parameters of the whole centre policy for Assessment, Recording and Reporting as these will be evidenced in ongoing departmental practice;
- procedures for setting, scheduling, marking, standardising, moderating and administering external Coursework/Controlled Assessment as regulated by the awarding bodies.

What is Controlled Assessment?

- 1.1 Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting; task taking and task marking.
- 1.2 Controlled assessment has replaced coursework in new GCSE specifications. It also applies to internally-assessed Functional Skills and Principal Learning units.
- 1.3 Controlled assessment measures subject specific skills that may not necessarily be tested by external assessment.
- 1.4 Depending on the level of control defined within the specification, controlled assessments may take place for example:
 - ◆ in a normal timetabled lesson or other defined session under supervised conditions;
 - ◆ entirely within the centre under supervision with controlled access to resources; or
 - ◆ outside the centre and involve research with limited supervision.
- 1.5 Controlled assessments may take place at any time during the course. However, centres **must** ensure that the controlled assessment task issued to candidates is appropriate to the year in which the assessment will be submitted to the awarding body.

Outlining staff responsibilities

Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- At the start of the academic year, begin co-ordinating with heads of department/subjects to schedule controlled assessments. *(It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)*
- Map overall resource management requirements for the academic year. As part of this resolve:
 - ◆ clashes/problems over the timing or operation of controlled assessments;
 - ◆ issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.).
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments

Heads of departments/subjects

- Decide on the awarding body and specification for a particular qualification

- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supply to the exams office details of all unit codes for controlled assessments
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded
- 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 appropriate special educational needs coordinator (SENDCo) for any assistance required for the administration and management of access arrangements

Exams office staff

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format
- Download and distribute mark sheets for teaching staff to use
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for
- Work with teaching staff to ensure requirements for support staff are met

Ownership of Controlled Assessment

Any piece of controlled assessment created by a student remains under the ownership of the school and once submitted will be securely stored by the school until it has no further value as examination materials.

The examination board will request samples of students' work to assess the internal marking of student work; any work sent to the board under this process may be retained by the examination board and used by them for training purposes.

Students must be instructed to keep a copy of their controlled assessment for their own records. Subject Leaders and Teachers may make their own arrangements to return work to students once it has no further value to the school.

External Regulations

There are three stages to controlled assessment:

- Task setting
- Task taking
- Task marking

Each stage has a level of control (high, medium, low) to ensure reliability and authenticity and to make assessments more manageable for teachers and students.

Task setting outlines who will set the task and what students have to do.

Task taking outlines how students go about taking the task and can be split into stages e.g Research, Analysis and Write-up. Each stage can have different controls:

- Research - Low Control (students can work unsupervised outside the classroom)
- Analysis - Medium Control (students do their analysis and selection under informal supervision)
- Write-up - High Control (students write up their task in a supervised, controlled classroom environment).

Task marking outlines who will do the marking

Controls and Deadlines

High Control (Formal Supervision):

- Students must be in direct sight of the teacher/supervisor at all times
- The use of resources is tightly prescribed, normally only research folders/diaries.
- Students must not use a mobile phone or any other electronic communication device e.g iPod, MP3 player
- Students must complete all work independently
- Students must not communicate with each other
- No assistance can be given to students

Medium Control (Informal supervision)

- Students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated

- Teachers must ensure that the students work is their own; plagiarism does not take place; the contributions of individual students are recorded accurately
- Students have access to resources
- Students can work together
- Students can receive limited guidance

Low control (Limited supervision)

- Some work can be completed without supervision, outside the classroom/centre
- Students have access to resources
- Students can work together
- Students can receive guidance from teachers NB: Particular subjects may have particular requirements. Subject Leaders must liaise with Fazal Rahman to draw up subject specific guidelines.

Candidate Malpractice

Candidates must not:

- Submit work that is not their own
- Lend their work to others or allow their work to be copied
- Allow others access to, or the use of, their own independently sourced material i.e candidates must not plagiarise each other's work
- Use any books, the internet or other sources without acknowledgment or attribution
- Submit work processed by a third party without acknowledgement

These actions constitute malpractice for which a penalty e.g disqualification from the assessment will be applied.

In addition, candidates must follow the specific regulations relating to the level of control at each stage, as specified by the awarding body. Any candidate found to have breached the requirements of formal supervision/high control, will be dealt with in accordance with the JCQ regulations Suspected Malpractice in Examinations and Assessments: Policies and Procedures.

Any irregularities in controlled assessments discovered prior to the candidate signing the declaration of authentication will be dealt with under the school's internal procedures. A teacher can refuse to mark any work which they believe is not that of the candidate alone.

Appeals Procedure

We are required to have an internal appeals procedure relating to internal assessment decisions, including cases where a candidate's controlled assessment is rejected on the grounds of malpractice. A copy is available on the school website.