

## Policy Essential Information

**Title:**                    **Controlled Assessment/Coursework Policy**

**Date Approved:**      **October 2017**

**Date Last Reviewed:** **SEPTEMBER 2017**

**Status:**                **Statutory**

**Delegation:**         **Head of School**

**Review Frequency:** **Bi Annually**

**Policy Locations:**    **Website/Staff Shared Drive/Hard Copy**

**Next Review Date:**   **SEPTEMBER 2019**

## 1. Definition

Controlled Assessment/Coursework measures subject-specific skills that may not necessarily be tested by timed written papers.

## 2. Process

There are three levels of control:

- high;
- medium;
- limited.

A different level of control may apply at each of the three stages:

- task setting;
- task taking;
- task marking.

The task-taking stage may involve two sub-stages requiring different levels of control.

For example, in science subjects:

- research and data collection requires limited control;
- evaluation requires high control.

The level of control for each stage/sub-stage is set by the qualifications regulators so that there is consistency between the awarding bodies. The awarding bodies adhere to the regulators' Controlled Assessment/Coursework regulations for GCSE qualifications.

## 3. Responsibilities

### Head of Centre

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting Controlled Assessment/Coursework .
- Responsible to relevant GCSE awarding bodies to ensure that all Controlled Assessment/Coursework s are conducted according to qualification specifications.

### Exams Manager

- To be familiar with JCQ instructions for conducting Controlled Assessment/Coursework and other related JCQ documents.
- To be familiar with general instructions relating to Controlled Assessment/Coursework from each relevant GCSE awarding body.
- In collaboration with Subject Learning Leaders / Teachers in Charge of Subject, to submit Controlled Assessment/Coursework marks to the relevant awarding body.
- In collaboration with Subject Learning Leaders / Teachers in Charge of Subject, dispatch students' assessments for moderation.
- In collaboration with Subject Learning Leaders / Teachers in Charge of Subject, make appropriate arrangements for the security of Controlled Assessment/Coursework materials Where confidential materials are directly received by the Exams Manager, to be responsible for receipt, safe storage and safe transmission, whether in cd or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- In exceptional circumstances where Controlled Assessment/Coursework s cannot be conducted in the classroom, arrange suitable accommodation where Controlled

Assessment/Coursework s can be carried out at the direction of the senior leadership team

- Accountable for the safe and secure conduct of Controlled Assessment/Coursework s. Ensure assessments comply with JCQ guidelines and awarding body subject- specific instructions.
- At start of the academic year, begin coordinating with heads of department/subjects to schedule Controlled Assessment/Coursework s.
- Map overall resource management requirements for the academic year. As part of the resolve:
  - Clashes/problems over the timing or operation of Controlled Assessment/Coursework s;
  - 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 internal appeals policy for Controlled Assessment/Coursework s

### **Heads of Department**

- To be familiar with JCQ instructions for conducting Controlled Assessment/Coursework
- To understand and comply with specific instructions relating to Controlled Assessment/Coursework for the relevant GCSE awarding body.
- Decide on the awarding body and specification for a particular GCSE.
- Deadlines are clear, agreed with all teachers in the department, realistic, published (where possible) for students and their Parent(s)/guardian(s) and shared with all relevant parties, e.g. Heads of Year, Form Tutors, etc.
- Provide standardised examples work from previous years or from examination board exemplars, where appropriate;
- Ensure that individual teachers fully understand their responsibilities with regard to Controlled Assessment/Coursework .
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- 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 instructions.
- To 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.
- In collaboration with the Examinations Manager, to submit Controlled Assessment/Coursework marks to the relevant awarding body.
- In collaboration with the Examinations Manager dispatch students' assessments for moderation.
- In collaboration with the Examinations Manager make appropriate arrangements for the security of Controlled Assessment/Coursework materials
- Where appropriate, develop assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

### **Subject Teachers**

- Understand and comply with the general guidelines detailed within the JCQ publication Instructions for conducting Controlled Assessment/Coursework s.

- Understand and comply with the awarding body's specification for conducting Controlled Assessment/Coursework s, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams Manager details of all unit codes for Controlled Assessment/Coursework s.
- 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 (SENCo) for any assistance required for the administration and management of access arrangements.

## **SENCO**

- To be familiar with JCQ instructions for conducting Controlled Assessment/Coursework with reference to special access arrangements
- Liaise with Examinations Manager to ensure access arrangements are applied for.
- Work with teaching staff to ensure requirements for support staff are met.

## **Task Setting**

- In accordance with specific GCSE awarding body guidelines, Subject Learning Leaders will be responsible for the selection of Controlled Assessment/Coursework tasks from an approved list or for setting appropriate centre specific tasks in accordance to the level of control; i.e high, medium or limited control.
- Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

## **Task Taking**

- Unless the awarding body's specification says otherwise, the following arrangements will apply.
- In accordance with JCQ regulations, invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required.
- Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work.
- They will also ensure that they keep a record of each candidate's contribution in group work, where applicable.
- Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.

- Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it.
- Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice.
- Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

### **Authentication**

- Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

### **Task Marking**

- Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.
- The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results.
- Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

### **Enquiries about results**

- Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

### **Factors affecting individual candidates**

- If a candidate misses part of a Controlled Assessment/Coursework task through absence, an alternative supervised session will be organised.
- The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.
- All Controlled Assessment/Coursework should be handed in before or on the submission date; those students who fail to meet this date should not normally have work accepted. The student is given either a mark for any incomplete work submitted or a zero mark if no work is submitted.

- In determining deadline dates, the Head of Department will consult with the teachers in his/her department and leave sufficient time for the marking, internal moderation, standardisation and administration.
- If a student fails to meet set deadlines their teacher should make sure that the student has no valid reason for this failure: any reason given should be discussed with the Head of Department before giving any deadline extensions. If there is no satisfactory reason for failure to meet the deadline then:
  - The subject teacher will inform the Head of Department and Exams Manager;
  - The teacher will inform the Parent(s)/guardian(s) about what has occurred.
  - Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements

### **Disciplinary Procedures for Academic Misconduct**

- Academic misconduct is defined as any attempt by students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a student.
- Academic misconduct may include though not be limited to:

#### Plagiarism

- Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

#### Falsifying or fabricating data

- Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results.

#### Collusion

- Collusion involves two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.

#### Copying

- Copying is when one student copies work from another student, with or without the knowledge of the first student.

#### Personation

- Personation involves one person undertaking an assessment on behalf of another. This may involve the purchase of assessment material or downloading it from a website and then attempting to present this as entirely their own work.
- Any other wilful deception in any element of an assessment.

- A student who aids and abets a fellow student to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.

- When a case of suspected academic misconduct has been identified:

- The teacher involved will collect the evidence and bring the matter to the attention of the Head of Centre and the Examinations Manager.

- The Head of Centre and the Examinations Manager will examine the evidence, interview the student, consult with the teacher, the Head of Department and the relevant Head of Year and students as appropriate and establish the nature and extent of the misconduct.
- If, as a result of this investigation, the Head of Centre and the Examinations Manager are satisfied that no academic misconduct has taken place, no further action will be taken against the student and the student and the subject teacher will be informed as soon as possible.
- Where the student admits to the academic misconduct, the Head of Centre and the Examinations Manager will make a written record of the interview and request the student to sign the notes as representing an accurate record of the meeting.
- The Head of Centre and the Examinations Manager will decide the appropriate penalty in accordance with the previous practice, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award.
- The Exams Manager will inform the Parent(s)/guardian(s) of the student by letter of the decision that has been agreed with the Head of Department and the Head of Year. Parent(s)/guardian(s) will have two weeks to appeal against the decision. If this is the case The Head of Centre and the Examinations Manager will invite the Parent(s)/guardian(s) of the student to discuss the original decision. If no agreement can be made then two members of the Senior Leadership Team will hold a meeting with the Parent(s)/guardian(s) of the student,
- The Head of Pupil Assessment and other relevant parties to make a final decision. The penalty for academic misconduct will include a disciplinary sanction, such as a Headmaster's detention. Serious misconduct may lead to the student being given zero for that coursework/assessment and he may not be allowed to repeat it.

## **Appeals Procedure**

- This school is committed to ensuring that whenever it is teachers who assess students' work, this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the examination boards an internal appeals procedure is available.
- An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the student or his parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the procedures set out above.
- Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity.
- The marks submitted to the Examination Boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area
- If a student believes that his work has not been treated in accordance with the procedures outlined above he may make use of the School Appeals Procedure.
- After a student's work has been assessed and moderated internally it is moderated by the examinations board to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work, this is outside the control of the school and is not covered by the Internal Appeals Procedure