# HOLLYGIRT SCHOOL

# Non-Examination Assessment Policy

## *2019-20*

## What is Controlled Assessment?

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

## What is the Controlled Assessment 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

## Task Setting

Where the awarding body is responsible for task setting, centres make their own selection(s) from a number of comparable tasks provided.

Where the centre is responsible for task setting centres may:

- Select from a number of comparable tasks provided by the awarding body or
- Design their own task(s) in conjunction with candidates where permitted, using criteria set out in the specification.

## Managing non examination assessments: issuing of tasks

### When are controlled assessment tasks issued to centres?

Teachers should consult the relevant awarding bodies to obtain the dates for issue of controlled assessment tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in centres.

### How are controlled assessment tasks and mark schemes issued to centres?

It depends whether task setting is under high, medium or limited control. Where high control is specified, access to controlled assessment tasks is via the secure extranet of the relevant awarding body. Where medium or limited control is specified, tasks are normally accessible via the awarding body's website. Mark schemes and assessment criteria are normally included in specifications.

## Managing non examination assessments: Task taking

Displays of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are not required.
Centres must ensure that teachers are aware of subject-specific requirements. Centres must ensure that candidates understand what they need to do to comply with the regulations for controlled assessments as outlined in the JCQ document Information for candidates – controlled assessments
http://www.jcq.org.uk/exams-office/information-for-candidates-documents

In particular, centres must ensure that candidates:
• understand that information from published sources must be referenced
• receive guidance on setting out references
• are aware that they must not plagiarise other material

**What does formal supervision (high level of control) actually involve?**
The use of resources is tightly prescribed. The centre must ensure that: • all candidates are within direct sight of the supervisor throughout the session(s); • display materials which might provide assistance are removed or covered; • there is no access to e-mail, the internet or mobile phones; • candidates complete their work independently; • interaction with other candidates does not occur; • no assistance of any description is provided.

**What does informal supervision (medium level of control) actually involve?**
Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres must always check the subject-specific requirements issued by the awarding body. The centre must ensure that: • all candidates participate in the assessment; • there is sufficient supervision to ensure that work can be authenticated; • the work an individual candidate submits for assessment is his/her own.

**What does limited supervision (limited level of control) actually involve?**
Work may be completed outside of the centre without direct supervision. Where limited control is specified, candidates may normally: • have unlimited access to electronic and printed resources; • use the internet without restriction; • work in groups.

## Resources

**What resources are allowed under each level of control?**
High control (formal supervision) • The use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes. • Access to the internet is not permitted. • If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all material stored on the devices is permissible.
Medium control (informal supervision) • Candidates normally have unrestricted access to resources available at the centre and via the internet. There are some exceptions. Centres should refer to specifications or subject-specific guidance.
Limited control (limited supervision) • In many subjects candidates will need to gather information from published sources when researching and planning their tasks. • Candidates are allowed unrestricted access to the internet and any electronic and printed resources available to them.

**Are candidates allowed to introduce new resources between formally-supervised sessions?**
No. Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected and stored securely at the end of each session: • the work to be assessed; • preparatory work. Additional precautions need to be taken if the centre permits candidates to use computers to store preparatory work and/or word process their work for assessment.
The centre is responsible for establishing and implementing procedures to ensure that: • all work which will be assessed is completed under formal supervision; • candidates are not able to access preparatory work between supervised sessions

## Authentication Procedures

**How is candidates' work authenticated?**
Each candidate must sign a declaration to confirm that the work he/she submits for final assessment is his/her own unaided work. All teachers must sign the declaration of authentication after the work has been completed confirming that the work: • is solely that of the candidate concerned; • was completed under the required conditions. Teachers must be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

**What if the teacher has doubts about the authenticity of the work?**
If you are unable to confirm that the work presented by a candidate is his/her own: • do not accept the candidate's work for assessment; • record a mark of zero for internally assessed work. If you are concerned that malpractice may have occurred you must inform your examinations officer.

## Keeping Materials Secure

**What constitutes secure storage in the context of controlled assessment?**
Secure storage is defined as a securely locked cabinet or cupboard (where work is stored in hard copy format). Where candidates are producing artefacts (e.g. Art and Design or Design and Technology) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

**When does the requirement for secure storage of candidates' work come into play?**
Secure storage is required from the point at which candidates embark on producing work for assessment. All work that will be submitted for assessment must always be collected at the end of each session and stored securely between sessions.

**Marking internally-assessed controlled assessment units/components**
Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents. 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, and to enable the moderator to check that marking is in line with the assessment criteria. If the moderator cannot find evidence to justify the marks awarded to a candidate, the work may be returned to the centre for further explanation or the mark may be adjusted.

**Candidate submits no work whatsoever**
When marks are submitted to the awarding body the candidate must be recorded as absent (and not awarded a mark of zero). Candidate submits very little work If some work has been produced, it should be assessed against the assessment criteria and mark scheme. The appropriate mark should be awarded. If none of the work submitted is worthy of credit, a mark of zero should be given.

**Is the centre allowed to tell candidates what marks they have been awarded?**
The centre should inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process. Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body. Centres should not attempt to convert marks to grades in advance of the publication of results. JCQ – controlled assessment in GCSE

**What is the correct procedure where a teacher teaches his/her own child?**
The centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

**Internal standardisation**
Candidates' work must be dated by teachers to reflect the time at which it was marked. It is important that all teachers involved in the assessment of a unit/component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place.

Retain work and evidence of standardisation • Retain evidence that internal standardisation has been carried out. Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned.

**Submission of marks and work for moderation**
1 Set internal deadlines that will allow your centre to meet the deadline for the submission of marks and candidates' work, as published by the awarding body. This will enable the awarding body to meet the deadlines for completion of moderation and release of results. Awarding bodies may refuse to accept work submitted after the deadline.
2 Follow the awarding body's instructions regarding the submission of marks. This can normally be done electronically.
3 Submit supporting documentation required by the awarding body: • authentication of candidates' work; • confirmation that internal standardisation has been undertaken; • any subject-specific information.

**Loss of work**
What are the criteria for a candidate, whose work has been lost, to be eligible for special consideration?
Candidate responsible for loss • The loss is a consequence of negligence on the part of the candidate. Not eligible for special consideration. Centre responsible for loss • The loss is not a consequence of negligence on the part of the candidate. • The centre is able to verify that the work was completed or partially completed and had been monitored whilst it was in progress. Eligible for special consideration.

**Controlled assessment: malpractice**
For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document Suspected Malpractice in Examinations and Assessments:

**What should a centre do if it suspects malpractice?**
Irregularities identified by the centre prior to the candidate signing the authentication statement • The centre should deal with the irregularity under its own internal procedures. • There is no requirement to report the irregularity to the awarding body. • Details of any work which is not the candidate's own must be recorded on the record form. Irregularities identified by the centre subsequent to the candidate signing the authentication statement • The head of centre must notify the relevant awarding body at the earliest opportunity using Form JCQ/M1. • If malpractice is found the awarding body will apply a penalty. Irregularities identified by an examiner or moderator subsequent to the candidate signing the authentication statement • The awarding body will ask the head of centre to conduct a full investigation and report his/her findings.

**What penalty is applied when malpractice has occurred?**
If a breach of the regulations is discovered and malpractice is found by the awarding body after a candidate has signed the authentication statement, the awarding body will apply one of the following penalties: • the piece of work will be awarded zero marks; • the candidate will be disqualified from that unit/component for that examination series; • the candidate will be disqualified from the whole subject for that examination series; • the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

## 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 coordinating with Heads of Departments to schedule controlled assessments (it is advisable that controlled assessments be spread throughout the academic years of Key Stage 4).
- Map overall resource management requirements for the 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

## Heads of Department

- Decide on the awarding body and specification for a particular GCSE.
- Standardize internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment, dates deadlines and submission of marks.

- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

## Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments.*
- Understand and 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.
- 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 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 through the Examinations Officer to the awarding body when required, 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 school.
- Ask the appropriate SENDCO for any assistance required for the administration and management of access arrangements.

## Examinations Officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- 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, and collect and send mark sheets to awarding bodies before deadlines. Ensure teachers complete online submissions where appropriate.
- 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 SLT.

## SENDCO / Additional Learning Support

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

- Ensure that all teaching staff are kept up to date with student requirements e.g. 25% extra time, readers, scribes, laptop users etc.

*Unchanged August 2019*