St Mary's Christian Brothers' Grammar School

CONTROLLED ASSESSMENT POLICY

April 2023

What is Controlled Assessment?

Controlled Assessment is internal assessment that has replaced coursework in most GCSE specifications. It was introduced by the Qualifications and Curriculum Development Agency (QCDA) to address some of the issues raised in coursework, such as plagiarism, teacher assistance and parental intervention until it was replaced in 2012 by The Standards Testing Agency.

Key Features:
- Enables a more integrated approach to teaching and learning and assessment.
- Provides an increased facility to ensure that work is the pupils own.
- Enables teachers to choose the timing of the controlled assessment.
- 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.

Preparing Pupils for Controlled Assessment

GCSE subjects require different amounts of controlled assessment but all fall in to one of three categories: 60%, 25% or 0% Controlled Assessment. The subject specifications give more detail about what preparation is required and appropriate. Schemes of work should reflect departmental planning allowing Controlled Assessment to be suitably incorporated into these schemes. In general, **subject teachers** will need to:

- Be familiar with the requirements of the specification.
- Plan in advance from the beginning of GCSE teaching to avoid missing deadlines and compromising students' achievement in the GCSE
- Have all the necessary information from the awarding organisation concerning the assessment task and the controls which need to be applied to it
- Teach an overview of the chosen task before pupils set to work.
- Give pupils the context they need to understand the topic.
- Teach pupils any skills they will need for their tasks.
- Support and guide pupils throughout the research, drafting and write-up stages.

Levels of Control

As the name suggests, it applies increased control over assessment of pupils' work at three critical points:
- Task setting.
- Task taking.
- Task marking.

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

Teachers will ensure that the correct level of control is enforced at the appropriate time by following the instructions given in their chosen Specification

Formal Supervision (High Level of Control)
- Pupils **must** be under direct supervision at all times.
- The use of resources is tightly prescribed. Normally only the use of research folders or diaries will be permitted.
- Pupils **must** complete all work independently.
- **No** assistance can be given to the pupils.

Informal Supervision (Medium Level of Control)
- Pupils **do not** need to be under direct supervision at all times.
- The use of resources is not tightly prescribed and group work is normally permitted, provided that any assessable outcomes can be attributed to individual candidates.
- Pupils can receive limited oral and written guidance but model answers and writing frames are not permitted.

Teachers must ensure that:
- o All pupils participate in the assessment.
- o Plagiarism does not take place.
- o Sources used by pupils are clearly recorded.
- o Each pupil's preparation for the final production of work is his own.

Limited Supervision (Low Level of Control)
- Work may be completed without direct supervision.
- Research or data collection may take place outside the classroom.
- Pupils can receive guidance from teachers.

Responsibility of Staff in the Implementation of the Controlled Assessment Policy
- It is the responsibility of each **Head of Department** to obtain the controlled assessment task details from the examination boards and to have a subject specific controlled assessment policy for this task.
- The **Head of Department** should choose the most appropriate time for the controlled assessment to take place. **The Head of Department should also send letters (and/or texts) to parents to inform them when the Controlled Assessment is taking place and that it is very similar to an examination. They should also inform all staff when it is taking place through email communication.**

- The controlled assessment may take place during timetabled class time.

- Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The **Examinations Officer** should be notified when high level controlled assessment is taking place in the Examination Centre.

Learning Support Coordinator (SENCO) should ensure that:
- o Teachers should be aware that if a candidate has an access arrangement as part of his normal way of working and he requires such an arrangement for the written component(s), then a similar arrangement should be made for the controlled assessment(s). This and other AEN information is available and regularly updated in the staff area 'AEN'.

- o Access arrangements have been applied for.
- o **Heads of Department** and **subject teachers** are aware of the specific needs of access pupils.
- o Facilities for extra time are accommodated and invigilators who supervise Controlled Assessment sessions do so at the specified level of control.

- Relevant display materials must be removed or covered up.

- **All staff** must be 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 pupils are under examination conditions.

All 'live' assessment materials must be securely stored at the end of each session. Secure storage is defined as, 'a securely locked cabinet or cupboard'. If work is saved on USB devices these must be collected in after each session and locked away too. 'Live' material refers to material which is due for submission that current academic year, or in the case of material completed in Year 11, at the end of the following academic year. For practical based subjects containing artefacts, please refer to section 4.9 of 'Keeping Materials Secure' https://ccea.org.uk/examiner-centre-support/examinations-support/examinations-administration/instructions-conducting.

- If a student is absent, the teacher must allow that pupil the chance to make up the time if necessary.

- For long absences, special consideration should be applied for through the **Examinations Officer**.

The **Examinations Team** should ensure that:
- o Pupils have been entered for individual units, whether assessed by controlled assessment, external examination or on-screen test, before the deadline for final entries.
- o Where confidential materials are directly received by the examinations officer, to be responsible for the receipt, safe storage and safe transmission, whether in CD or hard copy format.
- o The downloading and distribution of mark sheets for teaching staff use is done in good time.
- o Inform staff of the Awarding Body deadline for submission of mark sheets.
- o Collection and posting of mark sheets to the Awarding bodies is done before the specified deadlines.

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

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

- Where the specification permits pupils to work with others, e.g. during collection of data, any descriptions of the joint work must be in each pupil's own words.

- Where work is assessed by the teacher and externally moderated by the exam board, and where more than one member of staff assesses students on the same course or similar courses, the centre must arrange internal, centre standardisation events to review the assessment practices and decisions of each member of staff. This ensures that assessment decisions and recommendations are based on common understanding and practices.
- Internal standardisation should include all appropriate teachers.

- ***Where a teacher teaches his/her own child, the school must declare a conflict of interest and send the marked work to the moderator whether it is part of the sample or not.***

The centre may disclose marks to candidates provided 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.

When a case of suspected malpractice has been identified the teacher involved will collect the evidence and bring the matter to the immediate attention of the **Head of the Department** who will consult with **SLT** if necessary. The **Principal** and **Examinations Officer** need to be alerted as **Head of Centre**. If irregularities in controlled assessments are identified by a centre **after** the candidate has signed the declaration of authentication, the **Examinations Officer must** submit full details of the case to the relevant awarding body at the earliest opportunity. (See Appendix 1 for further information on AI Misuse).

If a pupil's work is lost within the school, this must be reported to the examination board.

Authentication forms must be signed by the teachers and pupils.

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

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

Re-sits of controlled assessment may be allowed in the next exam session.

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

The Examinations team consists of:
- o Senior teacher Exams: Mrs M Lewis
- o Senior Teacher Key Stage 4:   Mr R Herron
- o Senior Teacher Key Stage 5:   Mr M Robinson
- o Exam's Officer: Miss A McKeown

Monitoring Arrangements
The progress of Controlled Assessment will be monitored throughout the year through:
- Departmental Meetings – subject teachers with Head of Department
- Departmental Meetings – Head of Department feedback to SLT Link
- Head of Departments Forum with Curriculum Vice Principal
- Controlled Assessment Progress Audit with Senior Teacher Key Stage 4 – February each Year as part of on-going Academic Monitoring Structures
- Head of Departments to confirm via email to their SLT link when all departmental Controlled Assessment has been completed and submitted. This can be done on the assigned 'Moderation Day'.

FURTHER INFORMATION

Further information can be obtained in the documents contained in the staff area under 'EXAMINATION POLICIES, specifically the PDF Files,

- **Instructions for Conducting Controlled Assessments JCQ 2015**
- **Managing Controlled Assessment School Wide**
  https://ccea.org.uk/examiner-centre-support/examinations-support/examinations-administration/instructions-conducting.

Updates and additional material can be obtained on specific examination board websites;

www.ccea.org.uk
www.aqa.org.uk
www.edecxel.com
www.ocr.org.uk
www.jcq.org.uk

Appendix 1

This Appendix must be read in conjunction with the JCQ document 'AI Use in Assessments: Protecting the Integrity of Assessments' https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/

What is AI (Artificial Intelligence) misuse

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. Misuse of AI tools in relation to qualification assessments at any time constitutes malpractice

Students must ensure that work they submit for assessment is demonstrably their own. If any sections are reproduced directly from AI generated responses, these must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.

Teachers and assessors must only accept work for assessment which they consider to be the students' own.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (https://www.jcq.org.uk/exams-office/malpractice/). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment.

APPROVALS	
Principal:	
Chair of the Board of Governors:	
Date of Approval by Governors:	
Date of next annual review:	