

Controlled Assessment Policy

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CONTROLLED ASSESSMENT POLICY

1. INTRODUCTION

At Hatfield Wick Education, we are committed to providing every pupil with equal opportunities to attain nationally recognised qualifications and accreditations. We understand that the diverse needs of our students necessitate a personalised approach to assessment. Therefore, each student will be evaluated on an individual basis, considering the following factors:

- Academic Proficiency: This includes the student’s current academic levels, knowledge, skills, and potential for growth.
- Emotional Wellbeing: Recognising the importance of mental health in educational achievement, we assess and support the emotional wellbeing of each student.

We firmly believe that behavioural challenges should not, in isolation, preclude a student from the opportunity to achieve accreditations and qualifications. However, in instances where behavioural issues significantly hinder a student's learning process, our staff, in consultation with the Head of Centre, may consider it necessary to withdraw the student from specific examinations. This decision will always be made with the student's best interests in mind and after exploring all possible supportive measures.

This policy will be communicated to all relevant staff members and is designed to ensure that our approach to assessment is fair, comprehensive, and tailored to meet the unique needs of each student at Hatfield Wick Education.

2. ROLES AND RESPONSIBILITIES

2.1 Head of Centre¹

2.1.1 Compliance with JCQ Guidelines and Awarding Bodies

- Ensure all controlled assessments strictly adhere to JCQ (Joint Council for Qualifications) guidelines.
- Follow specific instructions provided by awarding bodies for each subject.
- Maintain the integrity and security of the assessment process.

2.1.2 Coordination and Scheduling

- At the start of each academic year, collaborate with teachers to schedule controlled assessments.
- Ensure that the assessment timetable is feasible, considering the overall academic calendar and student availability.

¹ This is the individual to whom the CEO & Founder has delegated responsibility for the leadership of their centre.

2.1.3 **Resource Management**

- Map out the overall resource requirements for the year's controlled assessments.
- Proactively resolve any clashes or operational issues related to the timing of controlled assessments.
- Address challenges related to necessary facilities, such as room bookings, IT network requirements, and provisions for time out of school when needed.

2.1.4 **Communication and Staff Involvement**

- Ensure that all staff involved in controlled assessments have access to a detailed calendar of events.
- Regularly communicate any changes or updates in the assessment schedule to relevant staff.

2.1.5 **Internal Appeals Policy**

- Develop, publish, and regularly update an internal appeals policy specifically for controlled assessments.
- Ensure the policy is transparent, accessible, and provides clear guidelines for students who wish to appeal their assessment results.

2.2 **Subject Leads**

2.2.1 **Selection of Awarding Bodies and GCSE Specifications**

- Carefully select the most suitable awarding body and specification for each GCSE subject, considering factors like curriculum alignment, student needs, and overall educational goals.

2.2.2 **Internal Standardisation of Marking**

- Implement internal standardisation processes to ensure consistency in marking across all teachers involved in assessing internally assessed components. This includes regular training sessions and review meetings.

2.2.3 **Clarifying Teacher Responsibilities**

- Clearly communicate to individual teachers their specific responsibilities regarding controlled assessments to ensure compliance and understanding of the assessment process.

2.2.4 **Understanding Awarding Body Requirements**

- Ensure that every teacher involved in controlled assessments fully understands the requirements set by the awarding body. This includes being familiar with the specific specifications, teachers' notes, and any subject-specific instructions.

2.2.5 **Development of Assessment Tasks**

- Where appropriate, take the initiative to develop new assessment tasks or adapt sample awarding body assessment tasks to better suit local circumstances. Ensure that these adaptations are in line with the awarding body's specifications and control requirements.

2.3 **Teachers**

2.3.1 **Adherence to JCQ and Awarding Body Guidelines**

- Understand and comply with the general guidelines outlined in JCQ's 'Instructions for conducting controlled assessments'.
- Adhere to the awarding body's specifications for conducting controlled assessments, including subject-specific instructions and any additional information available on their website.

2.3.2 **Coordination with Exams Office**

- Provide the exams office with details of all unit codes for controlled assessments.
- Work in collaboration to ensure effective management of the assessment process.

2.3.3 **Management of Assessment Materials**

- Obtain confidential materials or tasks set by awarding bodies in a timely manner to prepare for assessments.
- Store these materials securely at all times to maintain confidentiality and integrity.

2.3.4 **Supervision of Assessments**

- Supervise assessments with the specified level of control.
- Follow regulations strictly, offering assistance to students only as permitted by the specification.

2.3.5 **Authentication Process**

- Ensure that students and supervising teachers sign authentication forms upon the completion of an assessment.

2.3.6 **Marking and Submission of Marks**

- Mark internally assessed components using the mark schemes provided by the awarding body.

- Submit marks to the awarding body through the exams office as required, while maintaining a record of the marks awarded.

2.3.7 Security of Candidates' Work

- Securely retain candidates' work between assessment sessions if there are multiple sessions.
- Post-completion, keep candidates' work secure until the closing date for enquiries about results.
- In case of an enquiry, retain the work securely until the outcome and any subsequent appeal are resolved.

2.3.8 Access Arrangements

- Liaise with the Clinical Director and/or the Exams Officer for any assistance required in the administration and management of access arrangements for students with special educational needs.

2.4 Clinical Director

2.4.1 Management of Access Arrangements

- Proactively ensure that all necessary access arrangements are applied for in a timely manner. This includes coordinating with relevant staff to identify students who require special accommodations.
- Oversee the process of applying for these arrangements with the appropriate awarding bodies, ensuring that all documentation and evidence required to support each application is accurate and complete.

2.4.2 Collaboration with Teaching Staff

- Work closely with teaching staff to understand and meet the specific requirements for support staff in controlled assessments and other learning activities.
- Ensure that teaching staff are aware of the available support resources and how to effectively integrate support staff into the learning environment.

2.4.3 Provision of Necessary Support

- Coordinate the allocation and scheduling of support staff to ensure that all students with special needs receive the appropriate assistance during assessments and in the classroom.
- Regularly review the effectiveness of support provided and make adjustments as necessary to align with student needs and educational goals.

2.5 Exams Officer

2.5.1 Timely Student Entry for Assessments

- Ensure the entry of students for individual units, whether assessed by controlled assessment, external exam, or on-screen test, is completed before the deadline for final entries. This involves meticulous planning and organisation to avoid any last-minute issues.

2.5.2 Managing 'Cash-In' Codes for Terminal Exams

- Enter students' 'cash-in' codes for the terminal exam series in a timely and accurate manner. This step is crucial for the final awarding of grades and qualifications.

2.5.3 Handling Confidential Materials

- When confidential materials are received by the exams office, take responsibility for their receipt, safe storage, and secure transmission. This applies to both CD and hard copy formats, ensuring the integrity and confidentiality of the assessment materials.

2.5.4 Distribution and Collection of Marksheets

- Download and distribute marksheets to teaching staff for their use in assessments. After completion, collect these marksheets and ensure they are sent to the awarding bodies before the specified deadlines. This requires efficient coordination with teaching staff to ensure timely submission.

2.5.5 Arrangement for Special Controlled Assessment Situations

- On occasions where controlled assessments cannot be conducted in the classroom, arrange suitable alternative accommodation for these assessments, as directed by the senior leadership team. This involves identifying appropriate spaces that meet the requirements for controlled assessments and ensuring that these spaces are available and prepared for use.

2.6 Four Levels of Supervision in Controlled Assessments

2.6.1 Formal/High Level of Control

- Learners must always be under direct supervision.
- No access to email, internet, or mobile phones is permitted.
- Only research folders or diaries are allowed.
- Learners must work independently and avoid communication with other candidates.
- Any display materials that might assist must be removed or covered.

- Use of invigilators is at the discretion of the College.
- Arrangements can be made for smaller groups to take assessments at different times, with all dates and times meticulously recorded.

2.6.2 Informal/Medium Level of Control

- No formal prescription on the use of resources.
- Group work is allowed, provided individual contributions can be identified.
- Direct supervision is not required constantly.
- It must be ensured that all candidates participate, avoid plagiarism, and clearly record sources, including publication dates.
- Preparation for final outcomes must be each learner's own work.

2.6.3 Limited/Low Level of Control

- Specific requirements are set by the awarding body.
- Work may be completed without direct supervision.
- Research or data collection can occur outside the classroom.

2.6.4 Guidance Across All Levels

- Subject Leads/Teachers must advise learners on various aspects like investigation focus, information sources, material relevance, document structure, data collection and presentation, analytical and evaluative skills, and health and safety considerations.

2.7 [Secure Storage of Controlled Assessment Materials and Learners' Work](#)

2.7.1 Definition of Secure Storage

- Use of a secure locked steel cabinet or a similar metal cabinet.
- Work produced over multiple sessions, including diaries and record folders, must be collected, and stored securely after each session.
- Electronic work must be saved in a manner that prevents amendments between sessions.
- Work on mobile devices like memory sticks should be collected after each session.

CONTROLLED ASSESSMENT POLICY

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Subject Lead Exams Officer
Too many controlled assessments close together across subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	Subject Lead Exams Officer
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Subject Lead Exams Officer
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		Subject Lead Exams Officer
Space needed for students who cannot be seated with other students (for behaviour reasons)	Careful planning ahead and booking of rooms	Use more than one classroom	Subject Lead Exams Officer
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Subject Lead Exams Officer Operations Manager
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well	Subject Lead Exams Officer Operations

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
	and every session	ahead of the controlled assessment schedule	Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Subject Lead Exams Officer Operations Manager
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject Lead Exams Officer
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision, and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Exams Officer Head of Centre
Supervision			
Student study diary/plan not provided or completed	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject Lead Teachers Head of Centre
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Exams Officer Head of Centre
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the		Exams Officer Head of Centre

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
	awarding body's specification		
Appropriate supervision of students who are 'removed' from the main exam room	To make sure we have spare staff allocated to take up these roles.		Exams Officer Head of Centre
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	Seek guidance from the awarding body	Exams Officer Head of Centre
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Exams Officer Head of Centre
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from	Subject Lead Teachers Head of Centre

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
		awarding body on further action	
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Subject Lead Teachers Head of Centre
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Subject Lead Exams Officer
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Exams Officer Head of Centre
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Exams Officer Head of Centre

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Exams Officer Head of Centre