

## Bury College Policy and Procedures

### Controlled Assessment

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V2.0	Sept 2015	Review to transfer format to college template and include reference to risk assessment and appeals procedure.	Karen Whitworth	Draft
V2.1	December 2015	Risk Assessment document amended as per JQC requirements	Andrew Addy	Draft
V3.0	January 2016	Approved and adopted by the Leadership Team	Karen Whitworth	Approved

## 1. Introduction & Purpose

- 1.1 Bury College's mission statement of *Developing individual potential, Inspiring excellence. Promoting prosperity through knowledge.* Is supported by the core values of the college's Teaching Learning and Assessment strategy, this policy aims to support these values by ensuring that controlled assessment are carried out efficiently and in the best interests of the candidates.
- 1.2 Bury College's policy for controlled assessment is in line with the requirements of the JCQ. Since September 2010 the JCQ has required each centre to have a controlled assessment policy in place to:
  - Cover procedures for planning and managing controlled assessment.
  - Define staff roles and responsibilities with respect to controlled assessment
  - Manage risks associated with controlled assessment. (SEE APPENDIX)

## 2. Definitions

- 2.1 JCQ guidelines define controlled assessment as “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.”

## 3. Implementation

- 3.1 Controlled assessments at Bury College normally take place during timetabled lessons, though some take place outside of these sessions.
- 3.2 Controlled assessments for GCSE qualifications are carried out in accordance with JCQ document “Instructions for Conducting Controlled Assessments”  
[Instructions for conducting controlled assessments](#)
- 3.3 All potential risks and issues relation to the implantation of the controlled assessments are managed and mitigated through forward planning and remedial actions (appendix 1 Risk control document)
- 3.4 Appeals against controlled assessments decisions are addressed in section B1 of the Bury College Complaints and Appeals procedure.

## Responsibilities

### 3.5 The Leadership Team

- Accountable for the safe and secure conduct of controlled assessments and ensuring assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Responsible for the co-ordination with heads of department/subject to schedule controlled assessments.
- Identifying
- Resource management requirements for the year.

### **3.6 Heads of Curriculum Area**

- Decide on the awarding body and specification for a particular qualification.
- Ensure that the proportion of overall assessment (controlled and/or external assessment) is taken in accordance with the awarding body specification.
- Standardise internally the marking of all teachers/assessors involved in assessing an internally addressed component.
- Ensure that individual teachers/assessors understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers/assessors understand the specification and are familiar with any awarding body specifications and control requirements.

### **3.7 Teaching/Assessing staff**

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled 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 exams office 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 Centre.

- Ask the appropriate special educational needs coordinator for any assistance required for the administration and management of access arrangements.

### **3.8 Examination Department Staff**

- Enter students for individual units as advised by tutors, 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.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, by consultation with the management team.

### **3.9 Special education needs coordinator/additional learning support.**

- Ensure access arrangements have been applied for as directed by teaching staff.
- Work with teaching staff and SENCO to ensure requirements for support staff are met.

## **4. Associated Documents**

- JCQ Instructions for completing controlled assessments
- Bury College Internal Verification Policy and Procedures
- Bury College Complaints and Appeals Policy and Procedures
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## **5. Monitoring, Review and Evaluation**

- This policy will be reviewed annually and updated in accordance with JCQ guidance.



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## APPENDIX 1

<b>RISK ASSESSMENT</b>			
<b>Risks and issues</b>	<b>Possible remedial action</b>		<b>Staff Responsibility</b>
	<i>Forward planning</i>	<i>Action</i>	
<b>Timetabling</b>			
Controlled assessment schedule clashes with other activities	Planning allows for priorities and other sessions for students where wider college activities impinge on controlled assessment schedules.	Plan in additional opportunities for controlled assessment so that trips, visits and wider curriculum activity can go ahead without limiting access to controlled assessments or students' other activities.	Curriculum management and course coordinators.
Running GCSE English in one year compresses controlled assessment practice leading to pressure on timetabling and staff availability for additional opportunities to supervise controlled assessments.	Consider the staffing resources to ensure adequately qualified and experienced staff are available to supervise additional assessment opportunities.	Recruit, train and brief sufficient English teachers to adequately staff additional controlled assessment opportunities in-year.	Curriculum Director
<b>Accommodation</b>			
Insufficient space in classrooms for candidates.	As far as possible, room GCSE classes in rooms suitable for controlled assessment at the start of the year. Where this criterion cannot be met take action as follows:	Appropriate classroom space to be allocated and other provision re-roomed where necessary during the controlled assessment periods to ensure controlled assessments are carried out in rooms of sufficient size.	Curriculum team and curriculum administrator
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Ensure task bank activities are downloaded and known to the course coordinator/team leader for the GCSE English provision.	Course coordinator/team leader to download and securely store task bank activities and disseminate to the team at the appropriate time in the programme.	Curriculum subject lead/ACM
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons).	Plan alternative session(s) for candidates into the scheme of work to ensure adequate opportunities for students to complete their controlled assessments.	Schedule in 'Intervention' sessions outside of normal timetabling to allow additional opportunities for absent students to complete the assessments	Curriculum subject lead/ACM