

Blossom Lower School and Upper House



Controlled Assessment Policy

Secondary, Post 16

**Last reviewed Sept 2013 Sarah Lynch
Next review due Sept 2014**

(see also Internal Appeals, Risk Management and Exam policies)

Blossom House School fully recognises its responsibilities for controlled assessments as part of the GCSE/ELC/post 16 qualification specifications, to ensure that the planning and management of the assessments are conducted efficiently and in the best interests of the candidates.

This policy ensures there are clear guidelines for all relevant staff and it is the responsibility of everyone involved in the centre's exam process to read, understand and implement this policy.

1. Senior management team

Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

In the summer term prior to the start of each academic year, begin co-ordinating with heads of department/curriculum to schedule controlled assessments.

Map overall resource management requirements for the year. eg

- 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.)

2. Subject coordinators

Decide on the awarding body and specification for a particular qualification.

For GCSEs, ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.

Standardise 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.

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 contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

3. Teaching 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.

4. SpLD Coordinator

Coordinate requirements as necessary for the administration and management of access arrangements. The person in charge of access arrangements should

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

5. Exams 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.

Ensure 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 marksheets for teaching staff to use, and collect and send marksheets 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, at the direction of the senior leadership team.

Ensure that all staff involved have a calendar of events

Maintain an updated internal appeals policy for controlled assessments

Ensure coursework is sent off to moderators in time for deadlines.

6. BTECs (offered to students in our Post 16 provision since September 2012).

Members of staff appointed (in addition to assessors)

- Internal Lead Verifiers – trained and accredited (or seeking accreditation within a specified time-scale) member of staff for each principal subject area.
- Quality Nominee – has over-arching responsibility for quality to act as point of contact with Pearson/Edexcel
- Stand-in Internal Lead Verifier

The school aims to do the following:

- Undertake to implement the measures outlined in the UK BTEC Quality Assurance Handbook 2013-14.

- Have annual Quality Review and Development visit - to assess our quality assurance systems, to ensure effective management and delivery of BTEC qualifications, as follows:

1. There is a robust, consistent and transparent approach to verification and the management of any BTEC external assessment undertaken at the centre, that:

- enables internal verification to drive and maintain assessment standards.
- utilises the outcomes of Edexcel Standards Verification and Quality Review and Development to inform and enhance internal verification.
- ensures that BTEC regulations are followed.

2. Administrative processes and procedures must ensure that all registrations and certificate claims:

- are accurate and timely.
- reflect a learner's course of study and level of achievement.
- are reported to us where they are inaccurate or unsafe.

3. Assessment strategy, processes and management underpin an assessment system that:

- delivers valid and reliable outcomes.
- follows Edexcel regulations and requirements currently in force for external assessment, where this is appropriate.
- reflects national standards.
- leads to the safe certification of learner achievement.

4. All assessment must be recorded in such a way that:

- assessment evidence is clearly measured against national standards.
- learner progress can be accurately tracked.
- the assessment process can be reliably verified.
- there is clear evidence of the safety of certification.

5. Learner appeals and learner/staff assessment malpractice:

- policies and procedures are sufficiently rigorous to meet awarding body and regulatory requirements.
- investigations are robust, free from bias, conducted in line with policy and accurately documented.
- outcomes are fair, consistent, in line with policy and accurately recorded/communicated to all stakeholders

6. Ensure systems and procedures in place for:

Managing Learning: Maintaining quality, Roles and team working, Programme review, evaluation and improvement, Learner recruitment, Learner support and review

Managing Resource: Staff resources, Staff induction and development, Physical resources,

Reviewed and updated 26/9/13 Sarah Lynch