



# Controlled Assessments

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## 1 Policy Statement

1.1 Embley is committed to ensuring that whenever its teachers assess pupil work for external qualification, it is done fairly, consistently and in accordance with the specification for the qualification concerned. Thus the school undertakes that appropriate controlled assessment guidance is available to staff, pupils and parents and is in line with Examination Board rules and regulations. In addition, assessments are conducted by staff who have the appropriate knowledge, understanding and skills, and who have been trained in this activity.

1.2 Appeals against the procedure used in arriving at internal assessment decisions are dealt with according to the procedures for appeals set out in this document. These are in line with relevant Code of Practice for the conduct of external qualifications produced by JCQ.

1.3 Controlled assessment is internal assessment taken under controlled conditions and replaces coursework in the revised GCSEs. It is used for those aspects of a subject which cannot be readily assessed by an external examination, for example:

1.3.1 undertaking research and gathering, selecting and organising materials and information  
planning investigations

1.3.2 carrying out investigations and/or tasks

1.3.3 assessing performance and production skills

1.3.4 working with others and devising creative approaches

1.3.5 extracting and interpreting information from a range of different sources

1.3.6 selecting and applying tactics, strategies and compositional ideas

1.3.7 taking informed and responsible action

1.3.8 analysing and evaluating processes and products

1.3.9 presenting ideas and arguments supported by evidence.

1.3.10 It is a form of assessment where the control levels for each assessment stage (task setting, task taking and task marking) have been defined by JCQ.

1.4 The aim of this policy is to ensure that:

1.4.1 Heads of Department are fully informed of the Examination Board rules, regulations and requirements for Controlled Assessment, as well as the procedures which must be followed, in respect of safety, conduct of the assessment, security and moderation

1.4.2 Heads of Department are fully informed of the Examination Board's rules, regulations and requirements for Coursework, as well as the procedures which must be followed, in respect of safety, security and moderation

1.4.3 Heads of Department communicate this information to the members of their departments and to pupils

1.4.4 Whilst some allowance is likely to be made for the style and preferences of individual teachers, the work set must be appropriate with respect to the procedures and requirements, and enable access to the full range of marks

1.4.5 An appropriate internal appeals procedure is in place. A record of internal appeals is kept by the Examinations Officer

1.4.6 This policy applies to all members of our school community, including boarders and those in our EYFS setting.

1.4.7 Embley is fully committed to ensuring that the application of this Complaints Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

1.4.8 Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.4.9 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:

1.4.10 Curriculum Policy

1.4.11 Assessment Policy

1.5 This document is reviewed annually by José Picardo, Deputy Head Academic or as events or legislation change requires.

1.6 The next scheduled date for review is August 2023.

## 2 Key Personnel

2.1 The person with oversight of Controlled Assessment is José Picardo

2.2 The Head of Examinations and Qualifications is Roz Johnson

## 3 Definition

3.1 Controlled assessments are internal assessments taken under controlled conditions.

3.2 Controlled assessment has replaced coursework in a number of GCSEs. Examples of controlled assessment include carrying out investigations and/or tasks, assessing performance and production skills.

## 4 Procedures

4.1 These procedures reflect Examination Board and JCQ requirements as well as elements of good practice expected of staff at Embley.

4.2 **Guidelines:** Each Head of Department must produce a written set of guidelines to be given to pupils. As a minimum, each of the following must be addressed:

4.2.1 **Examination Board Regulations:** All pupils to be provided with a copy of the Board's regulations for controlled assessment/coursework. This is to be kept with the pupil's work as it is produced.

4.2.2 **Content:** Pupils need to know the scope of the task, what specific aims and objectives are to be met and what resources might be appropriate.

4.2.3 **Organisation:** It is essential to know how and where the work is to be carried out - i.e. the extent and source of available support, whether the work is to be carried out in class, out of class or a combination of the two.

4.2.4 **Time:** Pupils must be told how much time they have to complete the different elements of the task and in the case of extended pieces of work, given guidance as to how to plan their time effectively, keeping in mind the demands of other subject areas (the agreed programme for the year will be provided to parents and members of the teaching staff).

4.2.5 **Deadlines:** Assignment dates and deadlines should be realistic and published in advance.

4.2.5.1 Many pupils are unaccustomed to organising their time and directing their efforts effectively to meet distant deadlines. They should not only be given the final deadline but also (if appropriate) interim deadlines so that progress can be monitored at regular intervals and action taken where necessary.

4.2.5.2 Deadlines must be adhered to and, in particular, it is essential that deadlines are identical for all pupils studying a particular subject. It is an important responsibility of the Head of Department to ensure that this is the case.

4.2.5.3 The Head of Department and, if necessary, also the Head of Year, must be kept informed of pupils who miss interim deadlines.

4.2.5.4 Parents **must** be informed whenever it seems likely that a pupil is going to miss the final deadline.

4.2.5.5 The final deadline for controlled assessment/coursework must be no less than **four school weeks** before the date by which marks must be submitted to the Examination Board. This is to allow time for marking, moderation and (if required) re-marking as a result of moderation.

4.2.5.6 If a pupil misses the final deadline following the implementation of the procedure described above then the pupil will be marked as absent for this assessment and will receive no marks, unless there are individual extenuating circumstances.

4.2.6 **Standards:** Guidance should be given as to the standard of performance required to achieve particular grades, using examples of graded work where possible. Some advice as to the length of the project should also be given.

### 4.3 Marking

4.3.1 All controlled assessment/coursework should be marked using the mark schemes provided by the awarding body. The results logged internally, shortly after completion.

4.3.2 Marks should be submitted through the examinations officer to the awarding body when required, keeping a record of marks recorded.

4.3.3 All controlled assessment/coursework marks should be monitored by the subject teacher and the Head of Department in line with the school's Assessment Recording and Reporting Policy.

4.3.4 Controlled assessment/coursework marks should not be shared explicitly with pupils, since they may be altered by external moderation.

4.3.5 Pupils may be told the appropriate grade of their controlled assessment/coursework, but it must be made clear to pupils and parents that any such result is subject to external moderation at a later date and may be amended.

4.3.6 Where re-sit possibilities exist for a subject, pupils should be individually and explicitly advised by their teacher if their current controlled assessment/coursework attainment could be reasonably improved upon, if it may beneficially enhance the overall GCSE grade.

### 4.4 Pupil Copies of Controlled Assessment Preparation and Coursework

4.4.1 When pupils produce work on a computer they must be advised to make regular back-ups and keep a hard copy of the completed work.

### 4.5 Retention of work

4.5.1 Once controlled assessment/coursework has been marked it must be stored centrally by the Head of Department in preparation for requests from the Examinations Board for it to be sent for moderation.

4.5.2 It is important that the work is kept in a secure place until such time as it can be disposed of.

4.5.3 Any work, as relevant, can be collected by pupils after the published deadline and can be disposed of at the end of January following final results.

### 4.6 Internal Appeals

4.6.1 Whenever teachers assess students' work for external qualification, it is done fairly, consistently and in accordance with the specification for the qualification concerned.

4.6.2 Assessments are conducted by staff who have the appropriate knowledge, understanding and skills, and who have been trained in this activity.

4.6.3 Students' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

4.6.4 If a student feels that this may not have happened in relation to his/her work, he/she may make use of the school's internal appeals procedure.

4.6.5 The appeal applies only to *the procedure used in arriving at internal assessment decisions and does not apply to the judgement itself*; pupils cannot appeal against the mark or grade, only the procedures used.

4.6.6 After work has been assessed internally it is moderated by the Awarding Body (Examinations Board) to ensure consistency between schools. This moderation can change the marks awarded for internally assessed work. This is outside the control of the school and is not covered by this procedure. If pupils have any concerns about this, they should ask the Examinations Officer for a copy of the procedures of the relevant Awarding Body.

#### **4.7 Internal Appeals Procedure**

4.7.1 Appeals should be made as soon as possible, in writing, stating the details of the complaint and the reason for the appeal, to the Deputy Head of the Senior School, and/or the Head of Examinations and Qualifications, who will investigate the appeal. The appeal letter should be signed by both the candidate and their parent/guardian. Appeals must be made before the 30th April in the year of the last externally assessed paper in the exams series.

4.7.2 Appeals will be investigated by the Deputy Head Senior School, and/or the Head of Examinations and Qualifications. If the Head of Examinations and Qualifications was directly involved in the assessment in question, the Headmaster will appoint another member of staff of similar or greater seniority to conduct the investigation.

4.7.3 The Deputy Head Senior School, the Deputy Head Pastoral and/or the Head of Examinations and Qualifications will decide whether the process used for the internal assessment conformed with the requirements of the Awarding Body and the examinations code of practice of the QCA.

4.7.4 The subject teacher(s) concerned with making the assessment will be given the opportunity to see the candidate's appeal and respond to the appeal in writing; a copy of the response will be sent to the candidate.

4.7.5 The candidate will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of work, and any changes made to improve matters in the future. This will be sent within 10 working days of the receipt of the appeal.

4.7.6 The outcome of the appeal will be made known to the Headmaster and will be logged as a complaint. The school will maintain a written record of all appeals. This record will include the outcome of the appeal and the reasons for that outcome. This record is held by the head of Examinations and Qualifications and will be made available to the Awarding Body at their request.

4.7.7 The school via the Head of Examinations and Qualifications will also inform the awarding body if there is any change to the internal assessment mark as a result of the appeal.

#### **4.8 Intra-Departmental Consistency**

4.8.1 It is essential that Heads of Department are fully informed of the Examination Board's rules, regulations and requirements for Controlled Assessment, as well as the procedures which must be followed, in respect of safety, conduct of the assessment, security and moderation.

4.8.2 It is equally essential that relevant Heads of Department are fully informed of the Examination Board's rules, regulations and requirements for Coursework, as well as the procedures which must be followed, in respect of safety, security and moderation. They must ensure that this information is communicated to the members of their departments and to pupils. Whilst some allowance is likely to be made for the style and preferences of individual teachers, the work set must be appropriate with respect to the procedures and requirements, and enable access to the full range of marks.

#### **4.9 Inter-Departmental Consistency**

4.9.1 It is essential that pupils are given similar levels of support and opportunities to achieve the available marks across all teaching sets of a department.

4.9.2 It is likely that there will be different approaches between different departments, but within each department there must be consistency. Heads of Department are responsible for ensuring consistency.

#### 4.10 Extra Time

4.10.1 Extra time will be allowed for written supervised controlled assessment tasks, but not for practical tasks.

4.10.2 Extra time will not be allowed either in terms of the timescale allocated to prepare for the work or the deadlines.

## 5 Responsibilities

### 5.1 Senior leadership team (SLT)

5.1.1 In collaboration with the Heads of Exams and Qualifications monitor the process and resolve any issues that arise.

5.1.2 Ensure this controlled assessment policy is made available to parents, staff and other relevant parties in accordance with the school's Provision of Information Policy.

### 5.2 Heads of Department

5.2.1 Decide on awarding body and specifications.

5.2.2 Ensure that teaching staff/assessors understand controlled assessment requirements and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.

5.2.3 Are responsible for ensuring that assessment tasks meet the requirements of the awarding body specifications, and for applying the relevant control requirements. (For example, by internally checking and approving assessments written by teaching staff and/or assessors, or ensuring they have been approved by the awarding body).

5.2.4 Ensure that individual teachers in the department are familiar with the relevant teachers' notes and any other subject specific instructions.

5.2.5 Supply to the exams office details of all unit codes for controlled assessments.

5.2.6 Where appropriate, obtain confidential materials/tasks set by the awarding bodies from the relevant exams office in sufficient time to make preparation for assessments.

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

5.2.8 Work with teaching staff /assessors within their department to standardise the marking of controlled assessments.

5.2.9 Produce a written set of guidelines to be given to pupils.

5.2.10 Ensure that pupils and teachers/assessors sign authentication forms on completion of an assessment.

5.2.11 Ensure teaching staff/assessors within their department are conversant with the mark schemes and guidance provided by the awarding bodies. Submit the marks through the relevant exams office to awarding bodies when required, keeping a record of the marks awarded.

5.2.12 Retain pupils work securely between assessment sessions (if more than one).

5.2.13 Post-completion, retain pupils' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain pupils' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

5.2.14 Ask the special educational needs coordinator/additional learning support for any assistance required for the administration and management of access arrangements.

5.2.15 If appropriate, ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the examination series in which the qualification is certified, to satisfy the terminal assessment requirement in accordance with the awarding body specification.

5.2.16 Co-ordinate any re-sits, liaising with teaching colleagues, pupils and parents appropriately.

5.2.17 Liaise with parents regarding problems with controlled assessment, as necessary.

### 5.3 Pastoral Leader (KS4)

5.3.1 In consultation with the Examinations Officer and Heads of Department produce a schedule of Controlled Assessment for both Year 10 and Year 11 (Appendix C).

5.3.2 Map overall resource management requirements for the year. As part of this resolve:

5.3.2.1 clashes/problems over the timing or operation of controlled assessments.

5.3.2.2 issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

5.3.3 Ensure that all staff involved have the schedule of controlled assessment (Appendix C)

5.3.4 Ensure all pupils and parents in Years 10 and 11 have the schedule of controlled assessment (Appendix C).

### 5.4 Head of Examinations and Qualifications

5.4.1 Accountable for the safe and secure conduct of controlled assessment, and ensure that it complies with both the JCQ general guidelines and awarding body instructions.

5.4.2 Enter students for all units, whether assessed by controlled assessment internally, or externally, before the awarding body deadline.

5.4.3 Enter students' 'cash-in' codes for the terminal exam series.

5.4.4 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.

5.4.5 Distribute mark sheets for the use of teaching staff; collect and send them to awarding bodies before deadlines.

5.4.6 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 SLT.

5.4.7 To liaise with Heads of Department to ensure that controlled assessment marks are processed and that samples of work are sent to awarding bodies and moderators before the deadlines.

### 5.5 Special Educational Needs coordinator/additional learning support

5.5.1 Work with the Examination Officer to ensure access arrangements are managed and where necessary appropriate staff are briefed and deployed. to apply for; ensuring the necessary documentation (e.g. Educational Psychologists report) is valid and in school.

5.5.2 Work with teaching staff to ensure requirements for support staff are met.

Ensure access arrangements have been applied for.

### 5.6 Teaching Staff/Assessors

5.6.1 Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.

5.6.2 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.

5.6.3 Follow the requirements for supervision as set out in the awarding body specification at the specified level of control, only permitting assistance to students as the specification allows.



5.6.4 Work with other teaching staff /assessors within their department to standardise the marking of controlled assessments.

5.6.5 Ensure that pupils and teachers/assessors sign authentication forms on completion of an assessment.

5.6.6 Mark assessments according to the mark schemes and guidance provided by the awarding bodies.

5.6.7 Ask the SENCO/EAL Co-ordinator for any assistance required for the administration and management of access arrangements.

5.6.8 Ensure that pupils receive their entitlement to extra time, bilingual dictionaries, modified papers or any access arrangements such as reader or scribe. Where an approved access arrangement is in place this should be applied to every level of Controlled Assessment.

## 5.7 Pupils

5.7.1 Read and retain board and departmental guidelines and deadlines.

5.7.2 Meet interim and final deadlines.

5.7.3 Keep a copy of any preparation work.

5.7.4 Adhere to examination board regulations on plagiarism as laid out in the leaflets *Information for candidates: GCSE and Principal learning: Controlled assessments* and *Notice to Candidates: GCSE, GCE, ELC, Functional skills and Project Qualifications: Coursework assessments*.



## Appendix A

### Subject Overview

SUBJECT	BOARD	TASK SETTING	TASK TAKING	TASK MARKING
<b>ART</b>	AQA	Medium	Medium	Medium
<b>BIOLOGY</b>	No Controlled Assessment			
<b>BUSINESS STUDIES</b>	AQA	Medium	varied	Medium
<b>CHEMISTRY</b>	No Controlled Assessment			
<b>DRAMA</b>	WJEC	Medium	Medium/High	Medium
<b>DT</b>	AQA	Medium	Medium	Medium
<b>ENGLISH (Lang &amp; Lit)</b>	No Controlled Assessment			
<b>FRENCH</b>	No Controlled Assessment			
<b>GEOGRAPHY</b>	No Controlled Assessment			
<b>HISTORY</b>	No Controlled Assessment			
<b>ICT</b>	OCR	High	Medium	Medium
<b>MATHEMATICS</b>	No Controlled Assessment			
<b>MUSIC</b>	EDEXCEL	Medium	Medium	Medium
<b>PHYSICS</b>	No Controlled Assessment			
<b>PHYSICAL EDUCATION</b>	EDEXCEL	Medium	Medium	Medium
<b>Philosophy and Religion</b>	No Controlled Assessment			

<b>SPANISH</b>	No Controlled Assessment			
<b>TEXTILES</b>	AQA	Medium	Medium	Medium

## Appendix B

### Security Arrangements

<b>SUBJECT</b>	<b>SECURITY</b>
<b>ART</b>	Significant amount is carried out under supervision. Timed piece is supervised. Stored in the Art room.
<b>BIOLOGY</b>	Carried out under supervision and stored in a locked cabinet. ISAs supervised.
<b>B S</b>	Pupils' work stored in a locked cupboard. Digital work stored in secure area on network.
<b>CHEMISTRY</b>	Carried out under supervision and stored in a locked cabinet. ISAs supervised.
<b>DRAMA</b>	Shared area folder that is unavailable outside of lesson time.
<b>DT (RM)</b>	Pupil's practical work kept in department. Written work stored in digital shared folder.
<b>FRENCH</b>	Assessment tasks and pupils' work kept in locked filing cabinets. Work is handwritten unless laptop concession exists.
<b>GEOGRAPHY</b>	Pupils' work kept in locked filing cabinet. Work stored in a secure area on computer between lessons.
<b>HISTORY</b>	Stored in secure filing cabinets in HU7 or HU5 store. Work stored in a secure area on computer between lessons.
<b>ICT</b>	During the research stage pupils are able to work collaboratively in their groups and share the work between them. Once they have completed the research they will use the controlled assessment login to complete their work. The account will be locked outside of lesson time.
<b>MUSIC</b>	Teacher monitors work in progress. Recordings kept in staff area or pupils' areas on computer. Computers do not have internet/email access
<b>PHYSICS</b>	Carried out under supervision and stored in a locked cabinet. ISAs supervised.
<b>RS</b>	<i>n/a</i>
<b>SPANISH</b>	Assessment tasks and pupils' work kept in locked filing cabinets. Work is handwritten unless laptop concession exists.
<b>PHYSICAL ED</b>	Handwritten and locked in department at the end of the lesson

<b>TEXTILES</b>	Significant amount is carried out under supervision. Timed piece is supervised. Stored in the Art room.
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## Appendix C

## Schedule of Controlled assessments

YEAR 10
YEAR 11

<b>SEPTEMBER</b>	Week 1					<b>X</b>	<b>SEPTEMBER</b>	Week 1	DT	GEOG	BUS ST		
	Week 2					<b>X</b>		Week 2	DT	GEOG	BUS ST		
	Week 3					<b>X</b>		Week 3	DT	GEOG	BUS ST		PE
	Week 4					<b>X</b>		Week 4	DT	GEOG	BUS ST		PE
<b>OCTOBER</b>	Week 1	ICT				<b>X</b>	<b>OCTOBER</b>	Week 1	ICT	GEOG	BUS ST		PE
	Week 2	ICT				<b>X</b>		Week 2	ICT	GEOG	BUS ST		PE
	Week 3	ICT				<b>X</b>		Week 3	ICT	GEOG	BUS ST		PE
<i>HALF TERM</i>						<b>X</b>	<i>HALF TERM</i>				BUS ST		PE
<b>NOVEMBER</b>	Week 1	ICT	DT			<b>X</b>	<b>NOVEMBER</b>	Week 1	ICT	GEOG	BUS ST		PE
	Week 2	ICT	DT			<b>X</b>		Week 2	ICT	GEOG	BUS ST		PE
	Week 3	ICT	DT			<b>X</b>		Week 3	ICT	GEOG	BUS ST		PE
	Week 4	ICT	DT			<b>X</b>		Week 4	ICT	GEOG	BUS ST		PE
<b>DECEMBER</b>	Week 1	ICT	DT			<b>X</b>	<b>DECEMBER</b>	Week 1	DRAMA	GEOG	BUS ST		PE
	Week 2	ICT	DT			<b>X</b>		Week 2	DRAMA	GEOG	BUS ST		PE
<i>HOLIDAY</i>						<b>X</b>	<i>HOLIDAY</i>						
<b>JANUARY</b>	Week 1	ICT	DT			<b>X</b>	<b>JANUARY</b>	Week 1	ICT	HISTORY	DRAMA		
	Week 2	ICT	DT			<b>X</b>		Week 2	ICT	HISTORY	DRAMA		
	Week 3	ICT	DT			<b>X</b>		Week 3	ICT	HISTORY	DRAMA		
	Week 4	ICT	DT			<b>X</b>		Week 4	ICT, ART	HISTORY	TEXTILES		
<b>FEBRUARY</b>	Week 1		DT			<b>X</b>	<b>FEBRUARY</b>	Week 1	ICT, ART	HISTORY	TEXTILES		
	Week 2		DT			<b>X</b>		Week 2	ICT, ART	HISTORY	TEXTILES		

	Week 3		DT			X		Week 3					
<i>HALF TERM</i>						X	<i>HALF TERM</i>						
<b>MARCH</b>	Week 1		DT			X	<b>MARCH</b>	Week 1	ART	TEXTILES	SPORTS ST		
	Week 2		DT			X		Week 2	ART	TEXTILES	SPORTS ST		
	Week 3		DT			X		Week 3	ART	TEXTILES	SPORTS ST		
<i>HOLIDAY</i>						X	<i>HOLIDAY</i>						
<b>APRIL</b>	Week 2		DT			X	<b>APRIL</b>	Week 2	ART	TEXTILES	SPORTS ST		
	Week 3		DT			X		Week 3	ART	TEXTILES	SPORTS ST		
	Week 4		DT			X		Week 4	ART	TEXTILES	SPORTS ST		
<b>MAY</b>	Week 1					X	<b>MAY</b>	Week 1	ART	TEXTILES			
	Week 2					X		Week 2	ART	TEXTILES			
	Week 3					X		Week 3					
<i>HALF TERM</i>						X	<i>HALF TERM</i>						
<b>JUNE</b>	Week 1					X	<b>JUNE</b>	Week 1					
	Week 2					X		Week 2					
	Week 3					X		Week 3					
	Week 4					X		Week 4					

**THROUGHOUT Yrs 10 & 11**

Biology, Chemistry and Physics ISA's
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DT: From Oct half term in Year 10 through to Oct Year 11 – 2 lessons a week
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Music
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## Appendix D

**RISK ASSESSMENT**

Example Risks And Issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects.	Plan dates in consultation with school calendar – negotiate with other parties	DHSS/EO
Too many assessments close together across subjects	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	HOY 10 and 11
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	HoD/EO
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HoD/EO
<b>Downloading awarding body set tasks</b>			
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	HoD
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	HoD
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HoD/EO



<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoD/Subject teacher
<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff</b>
	<b>Forward planning</b>	<b>Action</b>	
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	HoD/EO
<b>Control levels for task taking</b>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable (Appendix A) and understand what is involved. Provide training if required	Seek guidance from the awarding body	HoD/EO
<b>Supervision</b>			
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		HoD/EO
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HoD

Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HoD/EO
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HoD
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HoD to inform EO
<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff</b>
	<b>Forward planning</b>	<b>Action</b>	
<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practising of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoD
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoD
<b>Security of Materials</b>			
Assessment tasks not kept secure before assessment	Ensure teachers understand importance of task security	Request/obtain different assessment tasks	HOD/ DHA

Candidates work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department.	Take materials to secure storage	DHA/EO
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## Document Information

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Name of owner/author	José Picardo
Name of individual/department responsible	José Picardo Roz Johnson, Head of Examinations and Qualifications
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
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Review Date	August 2025 or as events and legislation require