



Controlled Assessment Policy

Ref: C004

Contents:

1. Background
2. Policy
3. Choice of the Awarding Body and Specification
4. Exams entries
5. Timetabling
6. The role of teaching staff
7. Supervision
8. Keeping materials secure
9. Authentication procedures
10. Access arrangements
11. Internal appeals
12. Related documents

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1. **Introduction:**

Even with changes to qualifications and new specifications that have come on line Controlled Assessment remains an integral aspect of student assessment in a number of subjects and continues to contribute to a percentage of the student's final grade. It is the responsibility of the curriculum leader to ensure they have a clear understanding of any changes to Controlled Assessment weighting or completion.

Controlled Assessment continues to support a more integrated approach to teaching, learning and assessment and enables teachers to confirm that students carried out the work involved. It is designed to take place within the normal teaching timetable; however, there may be occasions, when it is more appropriate or convenient to have all students in a large venue under close supervision, but this should be the exception

Controlled Assessments have specific control levels at each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the Awarding Body. For most subjects however, work will be marked by the Centre and moderated by the Awarding Body.

- Task setting
There are subject-specific requirements for task setting and, consequently the tasks may take different forms.
- Task taking
The level of supervision of the task taking will be detailed in the specification and may be:
 - A. Formal (highly controlled),
 - B. Informal (medium level of control) or
 - C. Limited (low level).
- Task marking
For most subjects the Controlled Assessment task will be marked internally and moderated by the Awarding Body, although in some subjects the task will be marked by the Awarding Body.
Awarding bodies will provide subject-specific guidance and will include exemplars in their specifications.

2. **Policy:**

The purpose of this policy is to ensure that all Controlled Assessment work at Chorlton High School is conducted in accordance with the Joint Council for Qualifications (JCQ) publication "Instructions for Conducting Controlled Assessments" and any subject-specific instructions issued by the individual Awarding Bodies. It is the responsibility of each Curriculum Leader and Exams Office personnel within the centre to familiarise themselves with the content of the JCQ publication.

The Head of Centre is accountable for the safe and secure conduct of Controlled Assessments and must ensure that they comply with the appropriate instructions.

The responsibility for implementing and managing this policy is delegated to the Exams Office staff working together with the SLT and Curriculum Leaders.

This policy should be read in conjunction with the Controlled Assessment Risk Management form which outlines procedures and implication when conducting Controlled Assessments.

3. Choice of the Awarding Body and specification:

Curriculum Leaders will be responsible for selecting the most suitable specification. They will also:

- Supply to the Exams Office details of all unit codes for Controlled Assessments.
- Ensure that the overall assessment pattern (controlled and/or external assessment) satisfies the requirements of the Awarding Body specification.
- Standardise the marking of all teachers involved with internally assessed component in accordance with the school's Controlled Assessment Risk Management Process.
- 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.

4. Exams Entries:

The Exams Officer will use information from the Curriculum Leader to enter students for Controlled Assessment before the deadline for final entries. It is the responsibility of the Curriculum Leader to ensure that all students are entered for the appropriate Controlled Assessments and other aspects of external assessment. Curriculum Leaders must ensure that all students are entered for the appropriate assessment process to enable them to successfully meet the requirements of the Awarding Body specification.

5. Timetabling:

At the end of the Summer term Curriculum Leaders will submit their proposed schedule of Controlled Assessments for the forthcoming academic year to the Exams Officer.

The Exams Officer will consult with the lead SLT and Curriculum Leaders and co-ordinate a plan where:

- dates are checked with school calendar to avoid clashes;
- assessments are spaced over the duration of the course and the academic year;
- no issues arise as a result of the need for particular facilities (rooms, IT networks, time out of school etc.)

A calendar of assessment events will then be published to all staff at the start of the academic year.

6. The Role of CHS Staff:

This section should be read in conjunction with the Controlled Assessment Risk Management Process.

All staff involved with Controlled Assessment are required to:

- 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.
- 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.
- Ask the appropriate Access and Achievement Coordinator for any assistance required for the administration and management of access arrangements.
- 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.
- In liaison with the Curriculum Leader, enter marks via SIMS mark sheets.
- Ensure that they complete the checking sheet provided by the Exams Officer completing a final check of component marks and signing accordingly.
- Ensure that the Exams Officer has appropriate checking sheets to submit marks electronically 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.

7. Supervision:

Supervision can be:

- A. Formal (high level of control); or
- B. Informal (medium level of control); or
- C. Limited (low level of control) as detailed in the specification.

A. Formal Supervision:

Under formal supervision the candidates will be under direct supervision at all times.

- The use of resources by the candidate and his/her interaction with others will be directed by the Awarding Body.

- Candidates must not use a mobile phone or any other electronic communication device.
- Any display material in the teaching environment which might provide assistance must be removed or covered.
- Where examination conditions are required, the use of external invigilators and the displaying of the relevant JCQ Notices are not needed. The School may choose whether or not to use external invigilators depending on the nature of the task, but in any case the supervisor must be aware of the conditions under which the task may be taken and the regulations in relation to the materials candidates may or may not use, as well as being able to confirm the identity of the candidates.
- A record must be kept of the date and time of the assessment and the name of the supervisor. The supervisor must take a register of those candidates present and keep a log of any incidents which occur during the course of the assessment and pass onto the exams officer.

B. Informal Supervision:

Under informal supervision, 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. Candidates do not need to be under direct supervision at all times. However, the supervisor must ensure that:

- all candidates participate in the assessment;
- plagiarism does not take place;
- sources used by a candidate are clearly recorded;
- each candidate's preparation for the final production of the work is his/her own.

C. Limited Supervision:

- Under limited supervision the requirements are clearly specified by the Awarding Body and work may be completed without direct supervision.
- Research or data collection may take place outside of the classroom.
- Careful reference must be made to the relevant Awarding Body's specification which may set certain parameters for teaching staff where limited supervision is to be applied.
- Where Controlled Assessment cannot be conducted in the classroom the Exams Officer will liaise with the SLT lead and organise other suitable accommodation.

8. **Keeping materials secure:**

Assessment tasks:

Each Awarding Body will provide subject specific information on the security levels for Controlled Assessments. This information will typically be found within the teachers' notes or guidance for each specification.

Controlled Assessment materials will normally be made available in one of the following ways:

- as electronic files to download from an Awarding Body's secure extranet site;

- on a password protected CD which will, in most cases, be sent to the exams office;
- or
- in a printed form.

Where confidential materials are directly received by the Exams Office, the Exams Officer will be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

The Examinations Officer and Curriculum Leaders will determine appropriate security arrangements and how these are to be applied. The School will ensure that assessment materials, issued by an Awarding Body, are kept throughout the assessment process.

Candidates' work for assessment:

Candidates' work for assessment must be stored securely. Work may be stored either by curriculum areas or the Exams Office. In either case the Curriculum Leader must provide clear details of where and what steps have been taken to ensure that the work is securely stored - Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet. Where there is a practical need, secure storage may be defined as classrooms being locked from the end of one session to the start of the next. This alternative may be implemented on practical grounds given the nature of the assessment or the type of work.

Curriculum Leaders are responsible for notifying the Exams Officer if any issues arise.

The Exams Officer and SLT lead are responsible for carrying out periodic random checks on the above to ensure curriculum areas are in line with guidelines.

Candidates' work not required for moderation purposes must be stored securely until all possible post-results services have been exhausted. Unless stated otherwise, assessments may ONLY be returned to candidates after the deadline for enquiries has passed or once an enquiry about results and any subsequent appeal has been exhausted.

9. Authentication Procedures:

Each candidate is required to sign a declaration before submitting their work to their teacher/assessor for final assessment. Candidates must confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. Ensuring that candidates do so is the responsibility of the teacher/assessor. A mark of zero should be recorded if candidates cannot confirm the authenticity of work submitted for assessment.

Where staff have concerns about authenticity of work they must inform the SLT lead.

10. Access Arrangements:

Departments are responsible for consulting with candidates and the Access & Achievement department to ensure that when choosing specifications, candidates are made aware of the skills which they will be required to demonstrate in Controlled Assessments. If they

choose a specification where they will not be able to demonstrate attainment in all parts of the assessment, they may not be able to gain all of the available credit.

The Exams Office and the Access & Achievement department will liaise to request that Awarding Bodies agree arrangements so that candidates with particular requirements can access the assessment(s).

Where Controlled Assessments are internally marked, teachers must ensure that credit is given only for those skills demonstrated by the candidate working independently and that access arrangements do not undermine the integrity of the qualification. The Access & Achievement Coordinator will work with the Exams Officer and teaching staff to ensure requirements to support staff and candidates are met.

11. Internal appeals:

The internal appeals process for Controlled Assessments is outlined in Appendix 3.

12. Related Documents:

JCQ publication Instructions for Conducting Controlled Assessments,
 JCQ publication General Regulations for Approved Centres,
 JCQ publication Instructions for Conducting Coursework,
 These documents may be found on the JCQ website:
http://www.jcq.org.uk/exams_office/controlledassessments/
http://www.jcq.org.uk/exams_office/general_regulations/
http://www.jcq.org.uk/exams_office/coursework/

JCQ booklet Access Arrangements, Reasonable Adjustments and Special Consideration,
http://www.jcq.org.uk/exams_office/access-arrangements/.

Declaration of Authentication – Controlled Assessments	Appendix 1
Notice to Candidates – Controlled Assessments	Appendix 2
Chorlton High School Internal Appeals Policy	Appendix 3

All documents related to External Examinations can be found on the Staff Area of the School's Virtual Learning Environment

GCSE Controlled Assessment: APPENDIX 1**Declaration of Authentication – Controlled Assessments**

Course Title:

Controlled Assessment:

All candidates are required to sign a declaration, before submitting their work to their subject teachers/assessors, stating that the work is their own and that any assistance given and/or sources used have been acknowledged.

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate:

I have read and understood the Notice to Candidates (GCSE and Principal Learning: Controlled Assessments). I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

Candidate's name:

Candidate's signature: Date:

Declaration by teacher:

I confirm that:

1. The candidate's work was conducted under the conditions laid out by the specification;
2. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's name:

Teacher's signature: Date:

GCSE Controlled Assessment: APPENDIX 2

This notice has been produced on behalf of: AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC

Notice to Candidates

GCSE and Principal Learning: Controlled Assessments

This notice tells you about some things that you must, and must not, do when you are completing your work.

Before you submit any work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you must ask your teacher or lecturer.

Controlled Assessment will provide you with an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

The regulations state that:

“the work which you submit for assessment must be your own”;

“you must not copy from someone else or allow another candidate to copy from you”.

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:

<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>, downloaded 12 February 2010.

You may be required to include a bibliography at the end of your work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications which you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) “Mary, Queen of Scots”, London: Weston Press.

If you copy the words or ideas of others and don't show your sources in references and a bibliography, this will be considered as cheating.

Preparing your work — good practice:

If you receive help and guidance from someone other than your teacher, you must tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide and assist you — showing them your work as it progresses will allow you and your teacher time to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from online essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

Plagiarism:

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own.

It is a form of cheating which is taken very seriously.

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations:

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for that examination series;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

Your Awarding Body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

GCSE Controlled Assessment: APPENDIX 3

POLICY ON INTERNAL ASSESSMENTS FOR EXTERNAL QUALIFICATIONS

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, Chorlton High School is committed to ensuring that:

- internal assessments are conducted by members of staff who have the appropriate knowledge, understanding and skills;
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;
- the consistency of the internal assessment is secured through internal standardisation as necessary;
- the staff who are responsible for internal standardisation have attended any compulsory training session.

Written appeals procedure:

Each Awarding Body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the School concerning internal assessment:

- the appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgement themselves; you cannot appeal against the mark or grade only the procedures used
- the parent or guardian must make the appeal in writing to Chorlton High School's Examinations Officer: appeals should normally be made by 30th April for examinations in the summer series. This deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time;
- the enquiry into the internal process will normally be led by the Examinations Officer and the Director of Year 11 Achievement, provided that neither has played any part in the original internal assessment process;
- the teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the person responsible for making the appeal ;
- the enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The person responsible for making the appeal will be informed in writing of the outcome of the appeal, including:

- relevant communications with the Awarding Body;
- any steps taken to further protect the interest of the candidates.

If the person responsible for making the appeal is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the Headteacher / Deputy Headteacher and a member of the Governing body.

Enquiries About Results (Re-marks):

In cases of Enquiries About Results, where the School does not uphold a request for such an enquiry, the student may normally pay to have an enquiry carried out. Where the student wishes

to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

Note:

Each Awarding Body specifies detailed criteria for the internal assessment of work. In addition, the Awarding Body must moderate the assessment and the final judgement on marks awarded is that of the Awarding Body. Appeals against matters outside the School's control will not be considered in the School's appeals procedure.



AQA

CCEA

Edexcel

OCR

WJEC

GCSE Controlled Assessment: APPENDIX 4

Risk management process

This risk management process is based on the model outlined by the JCQ. It examines potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions. It provides a useful starting point for exams office staff when discussing with Curriculum Leaders the risks and issues that might apply to our centre.

Please note: It is expected that ALL Curriculum Leaders that manage Controlled Assessments MUST go through this document with their department and highlight and plan for areas they feel vulnerable in.

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled Assessment (CA) schedule clashes with other activities	<ul style="list-style-type: none"> Establish priorities well ahead at the start of the academic year. 	<ul style="list-style-type: none"> Plan dates in consultation with school calendar – negotiate with other CLs. Discuss CA timing with SLT Links in LM meeting. 	<ul style="list-style-type: none"> SLT curriculum links SLT Exam lead CL
Too many controlled assessments close together across GCSE subjects	<ul style="list-style-type: none"> Plan controlled assessments so they are spaced over the duration of the course. Produce an Calendar of school CAs for each year group and space CAs to allow candidates time between deadlines. 	<ul style="list-style-type: none"> Students to be supported through tutor curriculum. Calendar of CAs distributed to ALL KS4 teachers and tutors. Negotiate with CLs to re arrange CAs. 	<ul style="list-style-type: none"> Curriculum Leaders SLT Exam lead HoY
CA completion falls in weeks allocated for the completion of examinations	<ul style="list-style-type: none"> Exam schedule published at start of Academic Year. Curriculum Leaders to ensure curriculum planning takes this into account . 	<ul style="list-style-type: none"> CL to delay CA until after the exam season. 	<ul style="list-style-type: none"> Curriculum Leaders Link SLT to reinforce this agenda through LM meetings.
Accommodation			
Insufficient space in classrooms for students	<ul style="list-style-type: none"> Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may 	<ul style="list-style-type: none"> Use more than one classroom or multiple sittings where necessary 	<ul style="list-style-type: none"> Curriculum Leaders

	not be suitable to conduct CAs.	<ul style="list-style-type: none"> Access to larger space made available if deemed appropriate. 	
Insufficient facilities for all students	<ul style="list-style-type: none"> Careful planning ahead. Staff to use school booking systems. 	<ul style="list-style-type: none"> CL to liaise with SLT exam lead if they require a larger venue or specialist facilities. 	<ul style="list-style-type: none"> Teaching Staff Curriculum Leaders
Need for a formal space	<ul style="list-style-type: none"> Raise with SLT exam lead at start of year so that required sessions can be planned around school exam set up. 	<ul style="list-style-type: none"> Factor in around exam hall usage to minimise impact on PE dept. 	<ul style="list-style-type: none"> Curriculum Leaders SLT Exam Lead
Downloading awarding body set tasks			
IT system unavailable on day of assessment	<ul style="list-style-type: none"> Test secure access rights ahead of controlled assessment schedule every year and every session. 	<ul style="list-style-type: none"> Book IT equipment well ahead and download tasks before scheduled date of assessment. Have ICT technicians available to support. 	<ul style="list-style-type: none"> CL Exams Officer
Teaching staff unable to access task details	<ul style="list-style-type: none"> Download tasks well ahead of scheduled assessment date. 	<ul style="list-style-type: none"> Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule. 	<ul style="list-style-type: none"> Exams Officer ICT Technicians
Loss of task details in transmission	<ul style="list-style-type: none"> Download tasks well ahead of scheduled assessment date. 	<ul style="list-style-type: none"> Contact awarding body and ask for replacement task; download again. 	<ul style="list-style-type: none"> Exams Officer ICT Technicians
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	<ul style="list-style-type: none"> Plan in additional sessions at end of each academic year to ensure students have caught up on missed hours. 	<ul style="list-style-type: none"> Liaise with CL and Attendance teams to ensure poor attenders and their families are informed of key dates prior to scheduled CA completion. 	<ul style="list-style-type: none"> CL HoY

	<ul style="list-style-type: none"> • Ensure HoY remind students prior to key dates through Messenger and Assemblies . 	<ul style="list-style-type: none"> • Exams Officer to send in doctors information if special consideration is required. 	
Candidates have failed to complete required hours and have not attained target grade	<ul style="list-style-type: none"> • Have Green Room available at specified times of the year to invite student in and complete CAs. • Ensure staff are timetabled to work with targeted students in completion of CAs. 	<ul style="list-style-type: none"> • CLs to work with HoY and mentors to get students in for additional catch up sessions. • HoY 10 and 11 to calendar and lead catch up sessions with relevant curriculum leads. (June Yr 10, Dec Yr 11 and Feb Yr 11). 	<ul style="list-style-type: none"> • CL • HoY
Students placed on Alternative Education Provision fail to complete CA elements of the course	<ul style="list-style-type: none"> • Have Green room available at specified times of the year to invite student in and complete CAs • SLT Alt Provision to make sure staff at Alt Provision aware of intended schedule • Ensure staff are timetabled to work with said students in completion of CAs. 	<ul style="list-style-type: none"> • SLT Alt Provision lead to liaise with CL and book sessions in Green Room. • SLT Alt Provision lead to liaise with provision providers and invite students to attend sessions. 	<ul style="list-style-type: none"> • CL • SLT lead for Alternative Provision
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	<ul style="list-style-type: none"> • Ensure teaching staff know what level is applicable and understand what is involved through curriculum planning. • CL to use Curriculum planning time prior to CA completion to ensure staff are trained and aware. 	<ul style="list-style-type: none"> • Seek guidance from the awarding body. 	<ul style="list-style-type: none"> • CL • Exams officer

	<ul style="list-style-type: none"> In September of each academic year reminders of this advice are to be provided to all staff. 		
Supervision			
<p>Student study diary/plan not provided or completed*</p> <p><i>(* Not all GCSE controlled assessments will require the completion of a study diary or study plans)</i></p>	<ul style="list-style-type: none"> Ensure teaching staff are aware of the need for study diary/plans to be completed early in course. 	<ul style="list-style-type: none"> Ensure candidates start, continue and complete study diary/plans that are signed after every session 	<ul style="list-style-type: none"> CL Relevant curriculum staff
<p>Teaching staff do not understand that the supervision of controlled assessments is their responsibility</p>	<ul style="list-style-type: none"> Ensure teaching staff fully understand the nature of CAs and their role in supervising assessments. CL's to use curriculum planning time prior to CA completion sessions to reinforce expectations and protocol. 	<ul style="list-style-type: none"> CLs to deliver training – use experienced staff to mentor and support new staff. 	<ul style="list-style-type: none"> CL
<p>Inexperienced CL leading curriculum area in the production of CAs for the first time.</p>	<ul style="list-style-type: none"> SLT exam lead to provide in-house training at the start of the academic year. CL to provide in-house training for inexperienced staff. 	<ul style="list-style-type: none"> CL to undertake Learning walk and assess. 	<ul style="list-style-type: none"> SLT Exam lead CL
<p>A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising</p>	<ul style="list-style-type: none"> A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the Awarding Body's specification. 	<ul style="list-style-type: none"> CL to liaise with exams officer to book an external invigilator. 	<ul style="list-style-type: none"> Exams officer

Task setting			
Teaching staff fail to correctly set tasks	<ul style="list-style-type: none"> • Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification.** • Curriculum leaders to retain overview of all tasks set in line with school procedures and expectations. • CL to QA tasks set. 	<ul style="list-style-type: none"> • Seek guidance from the awarding body. 	<ul style="list-style-type: none"> • CL
Assessments have not been moderated in line with the awarding body's specification	<ul style="list-style-type: none"> • Check specification and plan required moderation appropriately. • CL to allocate specific curriculum planning sessions to moderation training and development. • CL to ensure twilight time in Spring term is used effectively as moderation time – QA the process. • Staff to be reminded of school systems before moderated work is sent off. 	<ul style="list-style-type: none"> • CL to liaise with SLT link. • Seek guidance from the awarding body. 	<ul style="list-style-type: none"> • CL
Security of materials			
Assessment tasks not kept secure before assessment	<ul style="list-style-type: none"> • Ensure teaching staff fully understand the importance of task security. 	<ul style="list-style-type: none"> • Contact the awarding body to request/obtain different assessment tasks. 	<ul style="list-style-type: none"> • CL
Students' work not kept secure during or after assessment	<ul style="list-style-type: none"> • Define the appropriate level of security, in line with the awarding body's 	<ul style="list-style-type: none"> • Seek guidance from the awarding body. 	<ul style="list-style-type: none"> • CL

	<p>requirements, for each department as necessary.</p> <ul style="list-style-type: none"> • CL to define where and how completed tasks should be kept. 		
Insufficient or insecure storage space	<ul style="list-style-type: none"> • Look at provision for suitable storage at the start of the GCSE course. 	<ul style="list-style-type: none"> • Find alternative storage within the centre. 	<ul style="list-style-type: none"> • Exams officer
Students work is lost	<ul style="list-style-type: none"> • CL to ensure staff are fully aware of need to keep work secure. 	<ul style="list-style-type: none"> • Teacher to submit evidence that lost work has been monitored whilst being completed and provide indication of expected mark. • Seek guidance from awarding body. 	<ul style="list-style-type: none"> • CL

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Deadlines			
Deadlines not met by students	<ul style="list-style-type: none"> • Ensure all candidates are briefed on deadlines and the penalties for not meeting them. 	<ul style="list-style-type: none"> • Mark what candidates have produced by the deadline. • Seek guidance from awarding body on further action. 	<ul style="list-style-type: none"> • CL
Deadlines for marking and/or paperwork not met by teaching staff	<ul style="list-style-type: none"> • 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). • Exams officer to send out timely 	<ul style="list-style-type: none"> • Exam SLT lead to be informed and follow up with CL. • Seek guidance from awarding body. 	<ul style="list-style-type: none"> • Exams officer • CL

	<p>reminders of INTERNAL school deadlines for the different awarding bodies.</p> <ul style="list-style-type: none"> • CL to pass on internal deadlines to teaching staff. 		
Deadlines for submitting marks to exams officer are not met	<ul style="list-style-type: none"> • Exams officer to remind CL that completed CA marks have to be with her up to TWO WEEKS prior to the exam board deadline in order to facilitate electronic input of marks. 	<ul style="list-style-type: none"> • Exams officer to liaise with SLT exam lead and LM of curriculum area. 	<ul style="list-style-type: none"> • SLT exam lead
Deadline for sending of CA is missed	<ul style="list-style-type: none"> • Exams officer to send out request for sample CA on the day received. • CL to make sure sample is ready for sending within 48hrs of request. 	<ul style="list-style-type: none"> • Exams officer to liaise with SLT exam lead and LM of curriculum area. 	<ul style="list-style-type: none"> • SLT exam lead • Exams Officer
Authentication			
Candidate fails to sign authentication form	<ul style="list-style-type: none"> • CL to have sets of authentication forms printed and ready for distribution. • Teaching staff to 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. 	<ul style="list-style-type: none"> • Find candidate and ensure authentication form is signed. 	<ul style="list-style-type: none"> • Teaching staff
Teaching staff fail to complete authentication forms or leave before	<ul style="list-style-type: none"> • Ensure teaching staff fully understand the importance of authentication 	<ul style="list-style-type: none"> • Return the authentication form to the teacher for signature. 	<ul style="list-style-type: none"> • CL

completing the authentication process	forms and the requirement of a signature.	<ul style="list-style-type: none"> • Ensure authentication forms are signed as work is marked. 	
Marking			
Teaching staff interpret marking descriptions incorrectly	<ul style="list-style-type: none"> • CL to use curriculum planning time to ensure staff receive appropriate training and practicing of marking. • CL to QA by checking a sample of marking during the practice phase. • CL to pair up new staff with inexperienced staff for joint marking. • CL to direct teaching staff to exemplar work from awarding bodies. 	<ul style="list-style-type: none"> • Arrange for re-marking. • CL to have available evidence of internal standardisation procedures that have been taken. • Consult the awarding body's specification for appropriate procedures. 	<ul style="list-style-type: none"> • CL • Teaching staff
Centre does not run the standardisation activity as required by the awarding body	<ul style="list-style-type: none"> • Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted. 	<ul style="list-style-type: none"> • Check with the awarding body whether a later standardisation event can be arranged. 	<ul style="list-style-type: none"> • CL