



Queen Mary's Grammar School, Walsall

A statement of our policy on **Controlled Assessments**

*Approved by the Pastoral and Curriculum committee of the governors November 2016*

**Principles**

The School aims to arrange Controlled Assessments in a way that meets

- DfE (formerly QCDA) requirements and of exam board specifications
- is appropriate to the needs and abilities of all students in the school

The procedures are reviewed annually by the Senior Leadership Team and proposals for change are tabled at a meeting of the Pastoral and Curriculum Committee of the Governing Body

**Aims**

- To provide the best conditions for internal assessment for all our students, including establishing a programme that doesn't create subject congestion and is appropriate to the stage of the course for students

**Objectives**

In pursuing those aims, the school has the following objectives

- Regularly review the policy to ensure that it continues to meet the needs of our students
- Consult with governors before introducing any major changes
- Monitor the procedures established within this policy

**Staff procedures and responsibilities**

Senior Leadership Team	Heads of Department	Teaching Staff	Exams Office
<ul style="list-style-type: none"> <li>▪ To be accountable for the safe and secure conduct of controlled assessments</li> <li>▪ To provide an overview of the planning and timing of assessments</li> <li>▪ To ensure that (where possible) controlled assessment takes place in timetabled lesson time and has minimal wider impact on other subject areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ To establish appropriate controlled assessments</li> <li>▪ To ensure that 40% of the overall controlled assessment is taken in the exam period in which the qualification is certified</li> <li>▪ Planning and timing of assessments</li> <li>▪ To ensure that (where possible) controlled assessment takes place in timetabled lesson time and has minimal wider impact on other subject areas</li> <li>▪ To establish appropriate arrangements for setting, marking and storing assessments securely in accordance with the exam board, JCQ and QCDA requirements</li> <li>▪ To make arrangements for invigilation within the Department or with the Examinations Secretary, including the briefing of cover supervisors/</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be aware of the general guidelines for the conducting of controlled assessments</li> <li>▪ To be familiar with the requirements of the controlled assessment in delivery</li> <li>▪ To supervise controlled assessments at the appropriate level of control</li> <li>▪ To make arrangements for absent candidates to sit</li> </ul>	<ul style="list-style-type: none"> <li>▪ To make arrangements for invigilation with the Head of Department</li> <li>▪ To enter students for individual units</li> <li>▪ To enter cash in codes for the terminal exam series</li> <li>▪ Where confidential materials are directly received, to be responsible for their receipt, safe storage and transmission</li> <li>▪ To download and distribute mark sheets for teaching staff to use and to</li> </ul>

<ul style="list-style-type: none"> <li>▪ To map resource requirements and deal with any wider issues of delivery of controlled assessment within the school</li> <li>▪ To communicate the yearly timetable to staff</li> <li>▪ Any other unresolved problem which may arise will be referred to the Senior Leadership Group</li> </ul>	<ul style="list-style-type: none"> <li>invigilators who may not be teaching staff in the department</li> <li>▪ To make arrangements for absent candidates to sit the assessment in an alternative session</li> <li>▪ To recognise the potential needs for re-sits and the knock-on effects of this on timetabling</li> <li>▪ To standardise marking within the department and to make arrangements for moderation which involves all teaching staff</li> <li>▪ To arrange deadlines for the completion of controlled assessments to meet those externally provided by exam boards</li> <li>▪ To ensure that authentication forms are completed in line with the requirements of the Examination Boards</li> <li>▪ To ensure that any cases of malpractice are reported to the Headmaster and exams office</li> <li>▪ To ensure that extra time/assistance for candidates is allowed for through communication with the SENCO and exams office</li> <li>▪ Where appropriate, to arrange for sample material to be used in order to practice for controlled assessments</li> </ul>	<ul style="list-style-type: none"> <li>the assessment in an alternative session</li> <li>▪ To be familiar with the assessment criteria for marking the work</li> <li>▪ To be involved in internal departmental moderation of the work</li> <li>▪ To ensure that authentication forms are completed in line with the requirements of the Examination Boards</li> </ul>	<ul style="list-style-type: none"> <li>collect and send these to exam boards to meet deadlines</li> <li>▪ To arrange suitable accommodation for controlled assessment to take place on the rare occasions that it can't be conducted in the classroom</li> </ul>
<b>Senior Leadership Team</b>	<b>Heads of Department</b>	<b>Teaching Staff</b>	<b>Exams Office</b>

### General procedures for the administration of controlled assessments

- Controlled assessments (with the exception of speaking tests in MFL and final assessment pieces in Music and Art) should be carried out in timetabled lesson time
- Absences from assessments where there is a high level of control should be treated in the same way as with external examinations. Parents will need to complete a pro forma to explain the absence. Opportunities may be available here for candidates to sit the assessment, but cover staff could be used and it should be at a time so as to minimise the disruption to the department (as well as not removing the student from other lessons)
- In cases where the whole cohort are not given the chance to make more than one attempt at an assessment, re-sit opportunities should be limited to cases where there has been significant underperformance. These should be agreed between the Head of Department and the Headmaster
- A letter should go out to the parents of year 10 students at the beginning of GCSE courses outlining the policy and procedures

### Appeals

- Appeals against coursework marks which are internally assessed may be made in accordance with the 'Appeals against Coursework Marks policy'.
- Appeals against coursework marks which are externally assessed may be made in accordance with the procedures of the examination board in conjunction with the Senior Leadership Team and the Exams Office.

The teacher responsible for the Controlled Assessment Policy is Mr R J Langton

The teacher responsible for curricular complaints is: The Head of school, Mr RJ Langton

### Appendix 1 - Controlled assessment map 2016-17

H High level of control  
M Medium level of control  
L Low level of control

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
7-9	No controlled assessment										
10									DT (L/M) Che (M/H) Bus&Eco (M/H)	DT (L/M) Bus&Eco (M/H)	DT (L/M) Geo (L/M) Bus&Eco (H)
11	Com1 (20 hours, 25 lessons) (L/M) DT (L/M) Ger (H) DT (L/M) Geo (H) Spa (H) Eng Lang iGCSE final cw submitted Bio (H) (until 2016)	Com1 (L/M) DT (L/M) Ger (H) Fre (H) Spa (H) Eng Lit iGCSE draft cw	Com1 (L/M) DT (L/M) Phy (H)	Com1 (L/M) DT (L/M) Phy (H) Fre (H) Spa (H) Eng Lit iGCSE final cw submitted	Com2 (20 hours, 25 lessons) (L/M) DT (L/M) Ger (H) 5 min slots Bio (H) depends on ISA (until 2017) Che (H)	Com2 (L/M) DT (L/M) His (H) Art deadline 1/2/14 Fre (H) Spa (H)	Com2 (L/M) DT (L/M) Art (M/H) 2 days Mus (M/H) 1 day Ger (H) Eng Lang iGCSE S&L assessments	Com2 (L/M) DT (L/M) deadline 10/4/14 Fre (H) 5 min slots Spa (H) 5 min slots			
12	DT (L/M)	DT (L/M)	DT (L/M)	DT (L/M)	DT (L/M)	DT (L/M) Art deadline 1/2/14	Art (M/H) 1 day Mus (M/H) 1 day DT (L/M)	DT (L/M) deadline			DT (L/M)
13	DT (L/M)	DT (L/M)	DT (L/M)	DT (L/M)	DT (L/M)	DT (L/M) Art deadline 1/2/14	Art (M/H) 3 days Mus (M/H) 1 day DT (L/M)	DT (L/M) deadline His (L)			

**N.B.**

Controlled assessments take place in lesson time unless stated in red

Ongoing practical work in A-level Science throughout Year 12 and 13, but this doesn't contribute to the overall grade

## Appendix 2 – Controlled assessment risk management process

SLT Senior Leadership Team  
HODs Heads of Department  
EO Examinations Office

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 or lines of learning	Plan dates in consultation with school calendar - negotiate with other parties	SLT HODs EO
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates time between assessments  Liaison with Heads of Department to produce timetable that is then published	SLT HODs EO
<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 - including the gym/main hall as with an exam	SLT HODs EO
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Survey ICT facilities (including laptops) and book in advance	SLT HODs 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	SLT HODs EO
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	SLT HODs EO
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	SLT HODs EO

<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		SLT HODs EO
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	SLT HODs 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 and understand what is involved. Provide training if required	Seek guidance from the awarding body	SLT HODs EO
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	SLT HODs EO
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision	Exam board staff training	SLT HODs EO
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.	Advance planning and communication with the exams office	SLT HODs EO
<b>Task setting</b>			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body/exam boards training and feedback	SLT HODs EO
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body/exam boards training and feedback	SLT HODs EO

<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	SLT HODs EO
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	SLT HODs EO
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces. Establish policy of storage and communicate this to staff.	SLT HODs 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.	SLT HODs EO
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	SLT HODs 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	SLT HODs EO
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	SLT HODs EO
<b>Marking</b>			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	SLT HODs EO
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.	SLT HODs EO



## Queen Mary's Grammar School

Headmaster: T J Swain, M A

November 2016

### GCSE Controlled Assessments

Dear parent/guardian


I am writing to you to inform you of the arrangements for Controlled Assessments in the GCSE courses your son has just started. Controlled Assessments make up an important part of the overall specifications and are crucial in ensuring that the students achieve their potential grades.

The full School policy on Controlled Assessments is available on the school website. There have been some changes to policy in recent years in order to tighten up on the administration of the assessments and the workload implication this has on the teaching staff.

The key items to be aware of in the wording of the policy are:

- Controlled assessments should largely be carried out in timetabled lesson time
- Absences from assessments where there is a high level of control should be treated in the same way as with external examinations. Parents will need to complete a pro forma to explain the absence, including any supporting evidence, such as a Doctor's note. Opportunities may be available here for candidates to sit the assessment, but cover staff could be used and it should be at a time so as to minimise the disruption to the department (as well as not removing the student from other lessons)
- In cases where the whole cohort are not given the chance to make more than one attempt at an assessment, re-sit opportunities should be limited to cases where there has been significant underperformance. These should be agreed between the Head of Department and the Headmaster

An outline of when high level controlled assessments (in exam conditions) take place during GCSE is shown in the table overleaf. Low/medium level controlled assessments take place more often (for instance in DT, Art and Computing) and aren't listed. These are shown in the full policy. There may be slight changes to this order during the course of the year.

**Queen Mary's Grammar School**  
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***An outline of high level controlled assessments***

	<b>Year 10</b>	<b>Year 11</b>
September		Geography, Biology, English Language iGCSE C/W
October		German, French, Spanish English Literature iGCSE draft C/W
November	French, Spanish, German	
December		Physics, French, Spanish, Chemistry, English Literature iGCSE C/W
January		Biology, German, English S&L assessments
February	German, French, Spanish, Biology	History, French, Spanish Art coursework deadline
March		German, Music, Art
April	German English Language iGCSE draft C/W	French, Spanish DT deadline
May	Business & Economics , Chemistry, French, Spanish	
June	Chemistry, German, Business & Economics, Physics	
July	Spanish, Business & Economics, French	

The purpose of this letter is therefore to inform you of these changes and to stress the importance of making sure that students treat the assessments in the same way they would do examinations. They will be given sufficient notice by subject teachers as to when the assessments will be taking place and it is their responsibility to communicate any problems with these arrangements.

I trust that you will support the school in trying to ensure that the policy is applied fairly and consistently.

Yours faithfully

Mr R. J. Langton  
Deputy Headmaster

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*Please return this slip to form tutors by Friday 27<sup>th</sup> November 2015*

**GCSE Controlled Assessments**

Student name:.....

Form:.....

I have received and read the letter dated regarding November 2015 regarding GCSE Controlled Assessments and am in agreement with the School policy

Signed:.....  
(Parent/guardian)

Date:.....





# QMGS GCSE Missed Controlled Assessment

## Section 1 - To be filled out by the subject teacher

<b>Name</b>		<b>Tutor group</b>	
<b>Subject</b>		<b>Staff initials</b>	
<b>Details of missed assessment</b>			
<b>Staff signature</b>			
<b>Date</b>			

## Section 2 - To be filled out and returned by the parent/guardian to the subject teacher

<b>Reason for absence</b>	
<b>Supporting documents (e.g. note from a Doctor)</b>	
<b>Alternative arrangements for sitting the assessment</b>	
<b>Parent/Guardian signature</b>	
<b>Date</b>	

## Section 3 - To be filled out by the subject teacher (on return)

<b>Outcome</b>	
<b>Issues</b>	
<b>Date</b>	

