

1.1 Whole School Management

1.1.1 Definitions and Associated Policies and Procedures

This policy should be read in conjunction with the Procedure for the Management of Controlled Assessment (Burgess Hill Girls), the Instructions for conducting controlled assessments (JCQ), The Controlled Assessment – Annual Overview (Burgess Hill Girls) and the JCQ booklet - Access Arrangements, Reasonable Adjustments and Special Consideration, 1 September 2010 to 31 August 2011.

Controlled assessment is a form of internal assessment where the control levels are set for each stage of the assessment process: task setting; task taking and task marking. Depending on the level of control defined within the specification, controlled assessments may take place, for example:

- in a normal timetabled lesson or other defined session under supervised conditions;
- entirely within the centre under supervision with controlled access to resources; or
- outside the centre and involve research with limited supervision.

The Head of Centre is responsible to the awarding bodies for making sure all examinations/assessments are conducted according to the instructions and the qualification specifications issued by the awarding bodies

1.1.2 Prior to the start of the Academic Year

The Examination Office must ensure that any updated instructions from JCQ for the management of controlled assessment are made available to each Head of Department and the Academic Leadership Team.

The Head of Department will submit proposals for the timing of controlled assessment in their subject and determine the requirement for rooming or IT resources.

The Academic Leadership Team will be responsible for coordinating the schedule for controlled assessment in consultation with Heads of Department.

Heads of Department must familiarise themselves with any supplementary instructions which are qualification specific and inform the Academic Leadership Team of issues arising.

Heads of Department and the Learning Support Department must familiarise themselves with the regulations and procedures under which you may make access arrangements for candidates.

See Appendix A – detailed responsibilities and procedures for the planning and conduct of controlled assessment.

1.2 Security

Candidates' work for assessment must be stored securely within the centre. Work may be stored either by subject departments or the exams office. **Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet.** Work produced over several sessions, including, if appropriate, record folders/diaries **must** be collected at the end of each session and stored securely. Work produced electronically **must** be saved securely to ensure that it cannot be amended between sessions. Work stored on memory sticks should also be collected in at the end of each session. Where there is a practical need, secure storage may be defined as a classroom, a studio or a workshop which is locked from the end of one session to the start of the next.

The School will provide a memory stick for each pupil in each of the subjects in which they are completing Controlled Assessment. These memory sticks would be issued for the duration of the CA and then returned to ICT Support when the CA is complete. Digital controlled assessment files will be backed up electronically. **See Appendix B.**

1.3 Supervision

Supervision can be: Formal (high level of control); Informal (medium level of control); or Limited (low level of control) as detailed in the specification.

Under **formal supervision** the candidate must 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; in particular access to e-mail, the internet and mobile phones must not be permitted. Normally only research folders or diaries will be permitted. Teachers must ensure that any display material in the teaching environment which might provide assistance is removed or covered.

It is not necessary for all candidates to write up controlled assessments at the same time. Departments may schedule a number of assessment sessions to accommodate cohort size and availability. However, the centre will record the date and time of the assessment, the name of the supervisor and keep a log of any incidents which occur during the course of the assessment. Additionally, the Centre will record which candidates were present for the assessment, as well as those who were absent.

The Examination Office will supply the JCQ document – Information for candidates for all students undertaking controlled assessment. All candidates will sign the declaration of authenticity for controlled assessments. **See Appendix C.**

Students will not be permitted to use their own laptops in School for controlled assessment purposes. A room is available for whole class bookings in which a suite of twenty laptops is available.

1.4 Factors affecting individual candidates

The Centre will be able to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed controlled assessment. Alternative supervised catch-up sessions are scheduled on a weekly basis.

In the event of a candidate's work being lost within the Centre, the procedures set out by JCQ will be followed.

If a candidate has been subject to an unforeseen prolonged illness or other misfortune during the period when the controlled assessment work was produced, it may, in some subjects, be possible to accept a reduced quantity of work without penalty, **as long as all of the assessment objectives have been covered at least once**. This will not be possible if the specification requires only one piece of work. Where several pieces of work are required, the reduction will be accepted only if those pieces are testing the same criteria. It will not be possible to give this consideration in every case; for example if work has not been submitted or the assessment objectives have not been satisfied.

Access arrangements for EAL pupils or pupils with learning difficulties or disabilities will be made in accordance with JCQ guidelines and in consultation between the Head of Learning Support, Head of Department and Examination Officer following procedures outlined in **Appendix A**.

The overriding principle is that if a candidate has an access arrangement as part of his or her normal way of working and he/she requires such an arrangement for the written component(s), a similar arrangement should be made for the controlled assessment(s). As with written examinations, an approved application must be on file, with supporting evidence of need where required. Teaching staff should ensure that they are aware of any access arrangements which need to be applied during a controlled assessment session.

The most likely access arrangements will be:

- Bilingual dictionary
- Bilingual dictionary and extra time of up to 25%
(for example where candidates are required to produce an extended piece of work or submit their responses to a series of structured questions under timed conditions)
- Extra time of up to 25%
(for example where candidates are required to produce an extended piece of work or submit their responses to a series of structured questions under timed conditions)
- Practical Assistant
- Prompter
(for example where candidates are required to produce an extended piece of work or submit their responses to a series of structured questions under timed conditions)
- Reader (where candidates are presented with a series of structured questions)
- Scribe
- Supervised rest breaks
(for example where candidates are required to produce an extended piece of

work or submit their responses to a series of structured questions under timed conditions).

Word processors will be considered as standard unless an awarding body's specification says otherwise.

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Appendix A: Procedure for the Management of Controlled Assessment (CA)

The strategy for managing Controlled Assessment at BHSfG incorporates two interrelated strands:

- **Strand 1:** The recommendations of the JCQ (Joint Council for Qualifications)
- **Strand 2:** The requirements of the curriculum at BHSfG

1 Strand 1 Outlining staff responsibilities - GCSE controlled assessment**1.1 Senior leadership team and Academic Leadership Team**

- 1.1(a) Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines.
- 1.1(b) Before the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of Key Stage 4).
- 1.1(c) Map overall resource management requirements for the year. As part of this resolve:
- 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.)
- 1.1(d) Ensure that all staff involved have a calendar of events

1.2 Heads of Department

- 1.2(a) Responsible for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- 1.2(b) 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.
- 1.2(c) Supply to the Examination Office details of all unit codes for controlled assessments.
- 1.2(d) 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.
- 1.2(e) Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- 1.2(f) Ensure that individual teachers understand their responsibilities with regard to controlled assessment.

- 1.2(g) 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.
- 1.2(h) To produce a Departmental cover sheet indicating permitted resources for use in Controlled Assessment. These coversheets to be provided for the information of supervising teachers at 'catch-up' sessions. (see 2.3 – below)
- 1.2(i) Check that candidates have completed the Controlled Assessment – Authentication sheets (See Appendix C)

1.3 Supervising Subject Teachers

- 1.3(a) Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- 1.3(b) 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.
- 1.3(c) Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- 1.3(d) Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- 1.3(e) 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.
- 1.3(f) Retain candidates' work securely between assessment sessions (if more than one).*
- 1.3(g) 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.*
- 1.3(h) Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

1.3 Examination Office

- 1.4(a) Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- 1.4(b) Enter students' "cash-in" codes for the terminal exam series.
- 1.4(c) 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.

- 1.4(d) Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.

1.5 Learning Support Department

- 1.5(a) Ensure access arrangements have been applied for.
- 1.5(b) Work with teaching staff to ensure requirements for support staff are met.

2 Strand 2 The requirements of the curriculum at BHSfG

(What follows should be read in conjunction with the published CA timetable grid.)

2.1 Background

- a) One of the defining characteristics of BHSfG is the wealth of enrichment opportunities available to pupils, both within and outside curriculum time.
- b) The requirements of CA should not be allowed to devalue the distinctive educational experience of our Y10 and Y11 pupils.
- c) CA involves different levels of control in different subjects.
- d) The level of control and time requirement varies widely from subject to subject.
- e) There is considerable flexibility, as indicated by the JCQ guidelines and subject specifications, in the way in which CA time can be allocated and administered.
- f) The duration of CA throughout both Y10 and Y11 make it impractical to 'ring-fence' time and provide CA with absolute priority in any subject area.
- g) Levels of control in CA are defined by JCQ as follows;**

Formal Supervision (*high level*) – Candidates must be under direct supervision at all times. Examination conditions are not required. It is advisable that centres should keep a record of the date and time of the assessment and those present/absent.

Informal Supervision (*medium level*) – Candidates do not need to be under direct supervision at all times. Group work is permitted.

Limited Supervision (*low level*) – Work can be completed without direct supervision. Research and data collection may take place outside the classroom. The exact conditions for this level of supervision will vary according to subject specifications.

(Source: JCQ(2009) – Instructions for conducting controlled assessment 1 September 2009 to 31 August 2010)

- (a) For the purposes of this document 'enrichment activities' includes all extra-curricular activity of any kind.

2.2 Controlled Assessment at BHSfG

- 2.2(a) As far as possible CA is to take place within normal teaching time.

- 2.2(b) There is an expectation that HoDs involved in CA, and organisers of enrichment activities, will seek to find a compromise solution when there are conflicting demands on a student's time.
- 2.2(c) The Deputy Head will make the final decision in cases where a compromise cannot be agreed by the parties involved, or where there is a conflict between CA and an unplanned enrichment activity.
- 2.2(d) HoDs to provide the Deputy Head with an outline of their plan for the implementation of CA(Formal/Informal Supervision) in time for inclusion within the annual 'Year at a Glance'. This need not include exact dates, but should indicate, in broad terms, at what time of the year CA is anticipated.
- 2.2(e) HoDs should provide the Academic Leadership Team with a more detailed proposal of their plans for the implementation of CA(Formal/Informal Supervision) in time for inclusion in the termly 'Buff Calendar'. This should include the anticipated weeks of the term (for Informal Supervision) and exact dates for Formal Supervision.
- 2.2(f) In the event of a potential clash between CA (Informal Supervision) and another planned enrichment activity, the Deputy Head may choose to inform the activity organiser and relevant HoD, whilst the Buff Calendar is still in production, to alert them of the clash. Once the Buff Calendar is published it is the responsibility of the HoD to plan their CA to avoid other planned enrichment activities.
- 2.2(g) In the event of a potential clash between CA (Formal Supervision) and another planned event, the Deputy Head will inform the event organiser and relevant HoD in the expectation that a compromise solution can be found before the Buff Calendar is published. If a compromise solution cannot be found, there should be a presumption, at the Deputy Head's discretion, that CA(Formal Supervision) will take priority.
- 2.2(h) For enrichment activities not included in the 'Buff Calendar' there should be a presumption, at the Deputy Head's discretion, that CA(Informal & Formal Supervision) will take priority.
- 2.2(i) In cases where pupils miss CA (Informal Supervision) due to illness or involvement in an enrichment activity, pupils are responsible for catching up in their own time.
- 2.2(j) In cases where pupils miss CA (Formal Supervision) due to illness or involvement in an enrichment activity, the required number of supervised 'catch-up' sessions will be organised after school.

2.3 Management of Catch-Up Sessions

- 2.3(a) Catch-up sessions will take place between 4:15-5:15 pm. The dates and venues for catch-up sessions will be published in advance in the School Calendar and the Buff Calendar.
- 2.3(b) Responsibilities relating to the management of catch-up sessions are outlined in the document "*Managing Controlled Assessment Catch-Up Session – ACTION PATHWAYS*" :

2.3(b) **Managing Controlled Assessment Catch-up Sessions****ACTION PATHWAYS .****Student –**

- Make decision that they need to attend catch-up session and check next available date.
- Notify the subject teacher, at least 24 hours in advance.
- Make sure they know where the catch-up session is being held – turn up in good time with all necessary equipment (pens, pencils, calculators, rulers, etc).

Subject Teacher –

- Notify front office by entering student name in register at least 24 hours in advance of catch-up session.
- Indicate whether lap-top will be required by student.
- Ensure that all materials required for catch-up session are in with the front office before 4.00pm on day of catch-up session.
- Provide Controlled Assessment Cover Sheet detailing clear information regarding permitted resources for catch-up session.
- Collect all CA materials from front office after catch-up session and return them to safe storage within the department.
- Record the student's attendance at catch-up session on their own records.

Catch-up Session Supervisor –

- Collect register from front office.
- Collect materials needed from front office.
- Prepare classroom for catch-up session
- Complete catch-up cover sheet in the event of any incident that affects a student's work.
- Collect in all CA materials from each student at end of session and return to safe storage in front office along with completed register.

Front Office -

- Hold register of students requiring catch-up sessions
- Notify IT support of number of lap-tops required for each catch-up session at least 12 hours in advance of the session.
- Hold all materials required for each catch-up session in a secure place, easily accessible by subject and supervising staff before and after the session.

IT Support -

- IT support available at the beginning and end of sessions.
- Ensure the required number of lap-tops (plus a minimum of two spare) are available and set up by 4.00pm on the required day.
- Check battery level of lap-tops in advance.
- Collect lap-tops from classroom at end of session.

2.3(c) A generic catch-up cover sheet is provided below for use by all teachers with students making use of a catch-up session (**see below**).

	GCSE Controlled Assessment Catch-Up Cover Sheet <i>(Section A to be filled in by subject teacher of the pupil involved in the catch-up session)</i>
Section A	
Subject Teacher:	
Name of Student:	
Date of catch-up session	
Laptop required:	Yes No Optional
Other resources required:	
Other information:	
Section B	Any incidents to report ? <i>(Section B to be filled in by supervising teacher.) (Please add details only if there are any incidents -illness, fire alarms, failure of lap-tops etc.)</i>

APPENDIX C

Declaration of Authentication – Controlled Assessments

Each candidate is 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. **Ensuring that they do so is the responsibility of centres.**

Awarding bodies may issue Declaration of Authentication forms to centres, which will replicate some or all of the wording detailed below. Alternatively, the following text may be used as guidance by those centres who wish to create their own documentation.

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:**.....



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

Information for candidates

GCSE and Principal Learning: Controlled Assessments

This document 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, encyclopedias, 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 2011.

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 you. Although they cannot give you direct assistance, they can help you 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 the examination series in question;
- 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 MUST BE YOUR OWN WORK

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