St Michael’s Catholic Grammar School

A Voluntary Aided School in the Trusteeship of St. Michael’s Catholic School Trustee, a Member of the Loreto Education Trust

Founded by the Sisters of the Poor Child



**CONTROLLED ASSESSMENT/ NEAs POLICY**

This policy is reviewed annually to ensure compliance with current regulations

| Approved/reviewed by | |
| --- | --- |
| M Stimpson | |
| Date of next review | 31/03/2024 |

**Outlining staff responsibilities**

The purpose of this document is to help staff identify their responsibilities in planning and managing controlled assessment alongside other colleagues. It shows how responsibilities within GCSEs and A Levels might be allocated to colleagues such as teachers, assessors and the senior leadership team.

The principles of controlled assessments are to be explained to Year 10 parents and students as part of their induction evening in the autumn term by the Head of Key Stage 4.

The Awarding Bodies’ ‘Notice to Candidates’ will be distributed to Year 10 students in the autumn term as part of their Key Stage 4 induction tutorials.

The Examinations Administrator and Cover Manager are responsible for training exam and cover supervisors in the procedures of this policy annually. This will be monitored by the Examinations Secretary.

A full copy of the policy will be emailed to all relevant staff annually by the examinations officer who will monitor the reply return from each HOD in liaison with the Examination Secretary.

The internal appeals process will follow the same guidelines as for other public examinations.

**Outlining staff responsibilities - GCSE controlled assessment**

## Senior leadership team

* Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies’ subject-specific instructions.
* At 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).
* 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.)
* Ensure that all staff involved have a calendar of events
* Create, publish and update an internal appeals policy for controlled assessments.

## Heads of department/faculty

* Decide on the awarding body and specification for a particular GCSE.
* Standardise internally the marking of all teachers involved in assessing an internally assessed component.
* Ensure that individual teachers understand their responsibilities with regard to controlled assessment, including reviewing the risk assessment annually.
* Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*. www.jcq.org.uk/exams\_office
* 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.
* Supply to the exams office details of all unit codes for controlled assessments.
* Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

## Teaching staff

* Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*. www.jcq.org.uk/exams\_office
* 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.
* Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
* Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
* Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Head of Department and exams office to the awarding body when required, keeping a record of the marks awarded.
* Retain candidates’ work securely between assessment sessions (if more than one).
* Post-completion, retain candidates’ work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
* Ask the appropriate special educational needs coordinator (Head of Key Stage) for any assistance required for the administration and management of access arrangements.

## Exams office staff

* Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
* Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in digital or hard copy format.
* Download anddistribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
* On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
* Review policy and risk assessment.

## Special educational needs coordinator/additional learning support (Head of Key Stage)

* Ensure access arrangements have been applied for.
* Work with teaching staff to ensure requirements for support staff are met.