



POLICY ON NON-EXAMINATION ASSESSMENT and CONTROLLED ASSESSMENT (Senior School)

(This document is available on the school website or on request)
Reviewed June 2018

What is Controlled Assessment/Non-Examination Assessment (NEA)?

Controlled assessment/NEA are internal assessments introduced by the (QCDA) Qualifications and Curriculum Development Agency to address some of the issues raised in coursework, such as plagiarism, teacher assistance and parental intervention.

Preparing pupils for Controlled Assessment/NEA

The requirements for each subject vary. GCE and GCSE subjects require different amounts of controlled assessment but all fall in to one of 3 categories 60%, 25% or 0% Controlled Assessment/NEA, and the subject specifications give more detail about what preparation is required and appropriate. Departmental schemes of work will reflect these. Departments will also need to plan ahead and liaise with other departments over timings via the Deputy Head (Academic), who will organise an overview of the timings.

Departments will also need to make contingency plans in the event that a planned assessment cannot take place or when a pupil is absent.

All controlled assessment tasks will need to be submitted to the Awarding Body by the beginning of May with the relevant paperwork.

Subject teachers will need to

- be familiar with the requirements of the specification (syllabus)
- teach an overview of the chosen topic/task before pupils set to work
- give pupils the context they need to understand the topic
- teach pupils any skills they will need for their tasks, such as research skills
- support and guide pupils throughout the research, drafting and write-up stages

Levels of control

As the name suggests, it applies increased control over assessment of pupils' work at three critical points:

Task-setting

Task-taking

Task-marking

Each stage has a level of control (high, medium or low) to ensure reliability and authenticity and to make assessments more manageable for teachers and pupils. Teachers will ensure that the correct level of control is enforced at the appropriate time by following the instructions given in their chosen specifications.

Formal supervision (high level of control)

Pupils must be in direct sight of the supervisor at all times

The use of resources is tightly prescribed

Pupils must complete all work independently

No assistance can be given to pupils

Informal supervision (medium level of control)

Pupils do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated

Pupils have access to resources

Pupils can work together

Pupils can receive limited oral and written guidance but model answers and writing frames are not permitted

Teachers must ensure that

- the pupils' work is their own
- plagiarism does not take place
- the contributions of individuals are recorded accurately

Limited supervision (low level of control)

Some work can be completed without supervision, outside the classroom/centre

Pupils have access to resources

Pupils can work together

Pupils can receive guidance from teachers

Research exercise book/folder

Each pupil should have a research exercise book/folder in which to record their research, planning, resources etc. It provides evidence that each pupil's final assignment is their own work and that the ideas are their own. It should contain a note of all the sources used such as books, websites, DVDs etc (bibliography). It should also record all teacher feedback given to pupils. It may contain an essay plan but should not contain any lengthy passages of prose that can be copied out in the final assessment. It is perfectly acceptable for teachers to produce a simplified 'pupil-friendly' version of the assessment criteria to be stored in the exercise book.

Pupils may (in certain subjects) be allowed access to their exercise book during the high control write-up phase but once this phase has started, no new material can be introduced into the research exercise book.

Use of ICT resources

Pupils may have access to ICT resources in the preparation of the task and also if applicable in the taking of the task. Subject teachers must liaise with the ICT department well in advance to ensure that the specifications are adhered to and that the ICT department has time to prepare the hardware.

Storage of work

Throughout the assessment period, all assessment materials (including mark schemes and pupil work) must be stored securely, usually in a locked cabinet/cupboard. This is the responsibility of the Head of Department. Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate, research folders/diaries. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks etc should also be collected in after each session.

In some cases, where pupils are producing artefacts in Design & Technology or artwork in Art & Design, the locked classroom, studio or workshop will count as secure storage.

Test marking

Teachers will mark work using the marking descriptions and other guidance provided by the Awarding Body (Examination Board). The work will be standardised internally and prepared for external moderation in line with the requirements set by the Awarding Body. Departments must not release or dispose of pupils' work until after the closing date for enquiries about results or any subsequent appeal. Any concerns about malpractice should be discussed with the Examinations Officer. Guidance is provided in the Joint Council for Qualifications booklet "Instructions for conducting controlled assessments" together with Form JCQ/M1. Copies of the booklet and form can be found at www.jcq.org.uk.

Access arrangements

These apply equally to controlled and external assessments, for example, additional time. Further details are available on the Joint Council for Qualifications (JCQ) website (www.jcq.org.uk/exams_office). The Head of Learning Support (HLS) will identify pupils requiring special consideration and applications will be made on behalf of these pupils by the Examinations Officer.

Internal Appeals Procedure

There is a separate policy in the event of a query or complaint about controlled assessment, the *Policy for internal appeals against internal assessments in external qualifications*, which is on the school website. In accordance with this policy, departments must give pupils a clear indication of their performance in controlled assessments.

Malpractice

Pupil malpractice:

The Headmaster will report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice.

If the irregularity is discovered prior to the pupil signing the declaration of authentication form any alleged malpractice will be investigated internally and the outcome will be recorded on the authentication form supplied by the awarding body.

If the irregularity is identified after the candidate has signed the declaration of authentication, the Headmaster will submit full details of the case to the relevant awarding body at the earliest opportunity.

The Headmaster will supervise all investigations resulting from an allegation of malpractice.

The Headmaster will ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice.

A copy of the JCQ notice *Information for candidates GCSE Controlled Assessments* is available to all examination candidates.

Teacher malpractice:

The school will carry out an investigation where it is suspected that a teacher has helped a pupil with their controlled assessment/NEA beyond the guidelines contained within each specification.

Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

Monitoring

Heads of Department will report back to the Headmaster annually on how well the controlled assessments/NEAs are functioning.

Further references:

Joint Council for Qualifications (JCQ) (www.jcq.org.uk/)

The Assessment and Qualifications Alliance (AQA) (www.aqa.org.uk)

OCR Examination Board (www.ocr.org.uk)

Pearson/Edexcel Examination Board (qualifications.pearson.com)

Cambridge International CAIE (www.cambridgeinternational.org)

WJEC/Eduqas (www.wjec.co.uk)

Risk Management

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment/NEA schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Deputy Head (Academic) Head of Department
Too many controlled assessments/NEAs close together across GCSE subjects	Plan controlled assessments/NEAs so they are spaced over the duration of the course	Space controlled assessments/NEAs to allow candidates some time between them	Deputy Head (Academic) Head of Department
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments/NEAs	Use more than one classroom or multiple sittings where necessary	Head of Department Deputy Head (Academic)
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Deputy Head (Academic) Head of Department

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
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	Head of Department Head of ICT
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Head of Department Head of ICT
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Head of Department Head of ICT
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Head of Department

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Head of Department
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff 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	Head of Department

* Not all GCE/GCSE controlled assessments/NEAs will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Head of Department
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Head of Department
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Head of Department
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Head of Department
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Head of Department

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

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Head of Department
Deadlines for marking and/or paperwork not met by teaching staff	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)	Seek guidance from awarding body	Head of Department Head of Centre

Authentication			
Candidate fails to sign authentication form	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	Find candidate and ensure authentication form is signed	Head of Department
Teaching staff fail to complete authentication forms or leave before	Ensure teaching staff fully understand the importance of authentication forms and the	Return the authentication form to the	Head of Department

completing the authentication process	requirement of a signature	teacher for signature Ensure authentication forms are signed as work is marked	
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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Head of Department
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Head of Department