

Controlled Assessment, Non-Examination Assessment & Internal Appeals Policy

1.0 The Cumberland School Mission Statement

As a school we are determined to improve the life chances of every one of our students. Determination and resilience are essential qualities for our students if they are to achieve their potential. Our curriculum, both in the classroom and outside of it, ensures that students are given opportunities to challenge themselves and develop confidence, independence and resilience.

Cumberland is ambitious as a school and we want all of our students to be ambitious for themselves and their community. We encourage all students to understand their responsibilities to each other, the school and the wider community. Pride, respect and high aspirations are valued and developed so that Cumberland is a safe place to take risks and grow.

The Cumberland School is above all a learning community. We believe that all students and staff have the right to flourish and we recognise that hard work, challenge and collaboration are vital to ensure exciting and effective teaching and learning in the classroom. We are an outward facing school, collaborating with other schools, colleges and business. We believe there is much we can and must learn from each other.

2.0 Policy links to school mission, aims and values

All of the work of The Cumberland School is intended to support the delivery of our mission statement in full.

The Cumberland School provides its students with the opportunity to take a wide range of qualifications which require various different forms of assessment. These include controlled assessments and other non-examination assessments.

Controlled assessment and Non-Examination assessment are forms of internal assessment which measure subject specific knowledge and skills which cannot be tested by timed written papers. For Controlled assessments, 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 during a normal timetabled lesson and/or within the centre, under supervision with controlled access to resources.

Controlled assessment and non-examination assessment may take place at any time during the course or as specified by the exam board. However, tasks issued to candidates must be appropriate to the year in which the assessment will be submitted to the awarding body.

The Joint Council for Qualifications (JCQ) requires all centres to have a policy with regard to the management of controlled assessments and the management of non-examination assessment. Inspectors may check at any time that such a policy has been put in place.

3.0 Objectives

This policy aims to ensure that:

- Statutory regulations relating to controlled assessments and non-examination assessments are met.
- Procedures are in place to ensure that controlled assessments and non-examination assessments are managed consistently, efficiently and effectively throughout the school.
- Responsibility and accountability for the various tasks associated with the above are clearly defined.
- Colleagues have clear guidelines on how to manage various issues and difficulties that may arise during the controlled assessment or non-examination assessment process.

4.0 Strategies for Implementation

In order to meet these objectives, members of staff will be responsible for the following aspects of management and organisation:

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments and non-examination assessments.
- Ensuring assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, coordinating with Heads of subject to schedule controlled assessments and non-examination assessments.
- Map overall resource management requirements for the year. As part of this, resolve clashes and problems over the timing or operation of controlled assessments and non-examination assessment as well as issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff, parents and students involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments and non-examination assessments.

Heads of department

- Be familiar with JCQ instructions for conducting controlled assessments and non-examination assessments and the detailed requirements of the relevant awarding body specification(s) for their subject, ensuring that these are implemented.
- In discussion with SLT line manager, decide on the awarding body and specification for a particular GCSE.
- Ensure that Controlled Assessment and Non-examination assessment tasks issued to candidates are appropriate to the year in which assessment will be submitted to the awarding body.
- Ensure that non-examination assessment tasks set by the centre are consistent with the assessment criteria detailed in the specification and that they are accessible to candidates.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component and ensure that records of this process are kept.

- Ensure that individual teachers understand their responsibilities with regard to controlled assessment and non-examination 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.
- Ensure that an appropriate colleague attends relevant meetings or training, especially when facilitated by the awarding body.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure that confidential materials/tasks set by awarding bodies are obtained in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supply to the exams office details of all unit codes for controlled assessments and non-examination assessments.
- Supply to the exams office marks for completed controlled assessments or non-examination assessments.
- Liaise with the ICT technical team to ensure that any ICT requirements are in place and have been tested before controlled assessments or non-examination assessments take place.
- Ensure that internal curriculum area deadlines for controlled assessments and non-examination assessments are clear and are shared with all relevant staff, students and, where appropriate, their parents/carers.
- Ensure that assessment materials and candidates' work are kept in secure conditions at all times. In the case of work stored electronically, this will include protection from corruption. (If work is stored on memory sticks, these should be backed up and locked away after each session.)
- Ensure that informed consent of parents/carers has been obtained if photographs/images of candidates or other students are submitted.
- Maintain records of all controlled assessment or non-examination assessment sessions within the curriculum area.
- Organise in liaison with the exams officers, the submission of candidates' work for moderation, keeping a record of the names and examination numbers of those candidates whose work is included in the moderation sample.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publications Instructions for conducting controlled assessments and Instructions for conducting Non-examination 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.
- Ensure that students are aware of the controlled assessment or non-examination assessment task requirements and know the assessment criteria they are expected to meet.
- 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 and take part in standardisation activities as required by the Learning Leader. Submit marks

through the 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).
- Check that candidates using electronic storage facilities only introduce permitted material into the assessment environment.
- Complete an attendance list for each controlled assessment or non-examination assessment session, indicating date, time, duration, supervision arrangements and details of any incidents.
- 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 (SENCO) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Be familiar with JCQ instructions for conducting controlled assessments and Non-examination assessments.
- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in digital, CD or hard copy format.
- Ensure that candidates' work is stored in secure conditions when necessary.
- Download and distribute Awarding body coursework mark sheets for teaching staff to use, and collect and submit the marks online 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.
- Organise in liaison with the relevant learning leaders, the submission of candidates' work for moderation, keeping a record of the names and examination numbers of those candidates whose work is included in the moderation sample.
- Liaise with the SENCO to ensure the completion of the relevant JCQ forms for access arrangements and other concessions.

SENCO

- Ensure access arrangements have been applied for.
- Ensure that exams office staff and teaching staff are informed of candidates with particular needs/access arrangements at the start of an examined course, or as soon as possible thereafter, so that appropriate arrangements can be made in lessons.
- Advise on the implementation of access arrangements when required.
- Liaise with the exams officers to ensure the completion of the relevant JCQ forms.

IT Technical Team

- Ensure PCs and laptops meet the guidelines set out by JCQ.
- Provide technical assistance when required.

5.0 Marking of Controlled Assessments and other Non-Examination Assessments

- The Cumberland School is committed to ensuring that students' work is marked fairly, consistently and in accordance with the awarding body's specification and other related documents.
- All non-examination assessments will be marked by staff who have appropriate knowledge, understanding and skill and who have received appropriate training in this activity.
- When more than one subject teacher is involved in the marking of work in a subject, robust internal moderation and standardisation procedures will ensure that marking is consistent.
- The Cumberland School is committed to ensuring that the work submitted by its students is authenticated in line with the requirements of the awarding body.

6.0 Internal Appeals Procedure

- Students will receive their mark for any non-examination assessment at least 15 working school days before the mark is due to be submitted to the awarding body. This mark will have been determined through robust internal moderation procedures.
- Students or their parents/carers may request any relevant materials and documentation, such as a copy of their marked work, the relevant specification and, if appropriate, a specific mark scheme for the assignment in question, to help them understand why the mark has been awarded. These materials will be provided within 5 working school days of such a request being submitted. Such requests should be made in writing to the Head of department of the subject in question.
- On being informed of their centre assessed marks, if a candidate and their parent/carer believes that the appropriate marking and moderation procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of this appeals procedure to consider whether to request a review of the centre's marking. The parent/carer must notify the Head teacher in writing within 5 school days of the mark being received by the student in order to request a review of the mark.
- The Head teacher will then arrange for a review of the mark for that assignment. This will be carried out by a suitably competent and experienced teacher (The reviewer) who has not previously been involved with the marking or moderation of marks for that piece of work. The reviewer must ensure that the mark awarded to the piece of work is consistent with the standard set by the centre for all students who have completed the particular assignment.
- The outcome of the review, including any change of mark, will be communicated in writing to the student and their parent/carer by the Head teacher within 5 working school days of the request being received and before the mark is submitted to the awarding body.
- The Head teacher's decision will be final. A risk assessment chart to show how various issues for controlled assessments and non-examination assessments should be managed is attached as an appendix to this policy.

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