

David Nieper Education Trust



Controlled Assessments - Staff Responsibilities 2022-2023

**This policy is reviewed annually and approved by
Dr Kathryn Hobbs, Headteacher, Head of Centre
Date of next review – September 2023**

Purpose of the policy

This purpose of this policy is to:

- *identify staff responsibilities in planning and managing GCSE controlled assessments;*
[Taken from JCQ [GCSE controlled assessments - Outlining staff responsibilities \(editable template\)](#)]
- *examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.*
[Taken from JCQ [GCSE controlled assessments - Risk management process \(editable template\)](#)]

This policy complies with JCQ's 2022/23 [General Regulations](#) in that the centre is required to "have in place, and be available for inspection purposes, a **written** policy with regard to the management of GCSE controlled assessments".

This policy does not cover specific [instructions for conducting controlled assessments](#) which are provided by JCQ and awarding bodies.

Controlled assessment

Staff responsibilities – GCSE controlled assessments

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.
- Prior to the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (Aim to spread controlled assessments throughout both years at 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 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 course.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities regarding controlled 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.
- 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.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled 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.
- 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.
- 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 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 (SENCO) for any assistance required for the administration and management of access arrangements.

Exams Officer

- 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.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for in advance of the start of Key Stage 4 and as soon as possible at the start of Key Stage 5.
- Work with teaching staff to ensure requirements for support staff are met.