



THE ROYAL BALLET SCHOOL

Controlled Assessment Policy

1. Responsibilities of the Exams Officer

- 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. The Music Department and Nurse must be involved in these discussions (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.
- Enter students for individual units, whether assessed by controlled assessment or external exam 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 CD or hard copy format.
- Collect and send mark sheets to awarding bodies before deadlines.

2. Responsibilities of the Heads of Department

- Decide on the awarding body and specification for a particular GCSE.
- 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.

- Plan for controlled assessments and complete the Controlled Assessment Schedule ([Appendix 1](#))
- 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.
- 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.
- Download and distribute mark sheets for teaching staff to use.
- Keep all Controlled Assessment materials secure (as per guidelines) and provide secure storage for candidates' work.
- On the few occasions where Controlled Assessment cannot be conducted in the classroom arrange suitable accommodation where Controlled Assessment can be carried out.
- Supply to the exams office details of all unit codes for controlled assessments.
- 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.
- Ensure that marking is accurate and that work is internally moderated.
- Arrange opportunities for pupils to catch-up or re-sit.
- Ensure accurate completion of Controlled assessment submissions and Authentication sheets.

3. Responsibilities of the 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.
- 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.

4. Responsibilities of the SENCO

- Ensure Access Arrangements have been applied for at the beginning of Year 10 / Year 11
- Work with nominated Dyslexia Institute teacher to ensure that all Access Arrangements are completed correctly.

5. Responsibilities of the Pupils

- Read the JCQ notice to candidates and adhere to the guidelines
- Follow directions from staff and produce work commensurate with their ability.
- Sign the authentication sheet.
- If at any stage during the course they have concerns about procedures used in assessing internally marked work they should see the Exams Officer as soon as possible.

S Ritchie
01/07/10

This document will be revised in line with changes in best practice and legislation. These changes will be notified to all concerned. Questions or comments should be directed to the appropriate member of the Senior Management Team.



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Controlled Assessment – Checklist for Internal Arrangements

To be completed for each controlled assessments at the **start** of the course and copied to Examinations Officer -See Syllabus Specs for requirements. The Exams Officer is required to have an overview of all Controlled assessments.

Subject / Course		Specification Code	
Assessment Task (name and very brief outline)			
Year Group		Approx no. of Candidates	
Arrangement in place for those who need special considerations (e.g. extra time)			
Date(s)		Total no. of hours needed	
Special Environment Requirements (ICT room / equipment / etc):			
Secure Storage of Task (eg. "locked metal cabinet in English office, keys with CC)			
Secure Storage of marked assessments and signed declarations (e.g. in locked filing cabinet)			
Internally Assessed Work			
Name of teacher responsible for internal standardisation			
Arrangements for internal moderation (how / when)			
Arrangements for external moderation (deadline / requirements)			
Department internal deadline for marks to be completed and moderated			
Externally Assessed Work			
Deadline for work to be submitted to the board			

CONTROLLED ASSESSMENT RISK ASSESSMENT

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities at the start of academic year for all subjects	Plan dates in consultation with school calendar – negotiate with other parties	All HoD; FR
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	All HoD
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	All HoD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		All HoD
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	HoD
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	SR; HoD
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HoD

Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoD
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	SR; HoD
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff what level is applicable and understand what is involved. Provide training if required.	Seek guidance from the awarding body	HoD
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	HoD
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		HoD
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		HoD

* Not all controlled assessment whether for the Diploma or GCSEs 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 understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HoD
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HoD
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HoD
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HoD; PH-A

** 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/penalties for not meeting them. Candidates to sign agreement at the beginning of the academic year	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Teaching staff; HoD
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HoD
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Teaching staff
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	SR
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 remarking. Consult awarding body specification for appropriate procedure	HoD
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoD

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