



# Parkhall Integrated College

## Controlled Assessment Policy

Agreed by Board of Governors: October 2018

To be reviewed: 2024

### Rationale

The aim of Parkhall Integrated College is to “enable each pupil to achieve his/her academic potential”. Controlled Assessment is defined as work assigned to and completed by a pupil during a course of study; it is evaluated as part of the pupil's final grade in the course. Controlled Assessment will form an element of the assessment procedures in external assessment through the public examination system.

### Purposes

- To ensure that the procedures in Parkhall Integrated College are compliant with the guidelines contained in the JCQ publication ‘Instructions for conducting Controlled Assessments’;
- To emphasize the issue for all staff and remind them of their roles in carrying out Controlled Assessment in a professional manner;
- To emphasize to pupils the importance and significance of Controlled assessment as part of their terminal external examinations;
- To ensure that Controlled Assessments are well organized and managed so that they run smoothly;
- To ensure that departments are given sufficient support to manage the Controlled Assessment process;
- To ensure the validity of the marks produced from Controlled Assessment is vital in maintaining the integrity and reputation of the College in the assessment of pupils;
- To communicate with parents and pupils to raise awareness of the importance of all stages of the Controlled Assessment process;
- To ensure that whenever members of staff assess pupils’ work for external qualification; this is done fairly, consistently and in accordance with the specification for the qualification concerned.

### Guidelines

#### Controlled Assessment Procedures

##### Senior Management Team

The SMT is responsible for ensuring that the Controlled Assessment policy is implemented, monitored and reviewed at regular intervals. The SMT is responsible for ensuring that:

- The procedures in the College comply with JCQ guidelines and awarding bodies’ subject-specific instructions;
- It coordinates with all relevant staff to schedule Controlled Assessments and to map overall resource management requirements for the year;
- All staff, parents and pupils have a copy of the Controlled Assessment events calendar;
- An internal Appeals’ Policy for Controlled Assessment is created, published and updated;
- Dates and procedures for internal appeals and disciplinary matters arising from academic malpractice are established;
- Disciplinary procedures are established to deal with pupils who fail to meet the specified internal deadlines for submission of Controlled Assessment.

##### Head of Department

Each subject department is responsible for developing, maintaining and implementing its own element of Controlled Assessment in line with the Subject Specification of the Awarding Body. It is the responsibility of each Department to implement the procedures for setting, scheduling, marking, standardizing, moderating and administering Controlled Assessment as regulated by the examination boards.

The Head of Department is responsible for ensuring that:

- The assessment procedures, as outlined in the College policy and in the regulations published by the relevant examination boards, are properly implemented in practice;
- All staff understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting Controlled Assessments;
- Deadlines are realistic, clear, agreed with all teachers in the department, published for pupils and their Parents/guardians and shared with all relevant parties;
- The procedures for Controlled Assessment are published and understood by both staff and pupils;
- They maintain records for the completion of Controlled Assessment tasks to schedule within all classes;

- The interim deadlines in the schedule are adhered to by all staff in the Department, i.e. the progress in the preparation of Controlled Assessment that is expected at key points during the year;
- The dates for the submission deadline and the final deadline are met;
- All department members are aware of dates and procedures for the internal marking, standardization and moderation of Controlled Assessment;
- The use of ICT as part of the formal write-up of Controlled Assessments will be at the discretion of the Head of Department (excluding access pupils);
- If using ICT as part of the formal supervision element of the Controlled Assessment task-taking it is important to ensure that the integrity, security and equality of the task is maintained at all times.

**Subject Teacher**

Each teacher is responsible for the implementation of external assessment procedures and is responsible for implementing the departmental procedures for setting and managing Controlled Assessment. Each teacher should understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting Controlled Assessments

- **Managing Controlled Assessment**
  - Ensure pupils are fully aware of the Controlled Assessment task requirements by giving them the course specification and marking criteria;
  - Ensure that pupils are fully aware of the Controlled Assessment task deadlines and the procedures for marking, standardization and moderation which will be carried out in school;
  - Make pupils aware of the Internal Appeals Procedure and the regulations concerning malpractice
  - Teachers must ensure that Candidates must not use a mobile phone or any other electronic communication device during a session which is subject to formal supervision. Mobile phones should be turned off and collected by the teacher at the start of the session and remain at the front of the room for the duration of the session;
  - Where candidates are using electronic storage facilities, e.g. CDs, DVDs, laptops, memory sticks, MP3 players, appropriate checks must be undertaken to ensure that only permitted material is introduced into the assessment environment.
- **Scheduling Controlled Assessment**
  - Ensure pupils are adequately paced in workload to complete the Controlled Assessment tasks within the published timeframe, making sufficient progress at each of the deadlines outlined in the departmental assessment calendar;
  - Help the pupils manage their workload by reminding them of the relative value of Controlled Assessment;
  - Ensure Controlled Assessment sessions are supervised at the specified level of control.
- **Departmental Marking of Controlled Assessment**
  - Mark all Controlled Assessment within the timeframe agreed in the department
  - Provide the Head of Department with the Controlled Assessment marks and samples within the agreed timeframe;
  - Attend standardization and moderation meetings as required by the Head of Department
  - Should a pupil request the mark for the Controlled Assessment, it should be provided with the caveat that the mark is subject to internal moderation and standardization procedures. Annotate final Controlled Assessment according to examination board guidelines to highlight how marks have been achieved;
  - Will ensure that they and their pupils sign authentication forms on completion of the Assessment;
  - Should retain work securely between assessment sessions;
  - Should maintain records of the marks for the completion of Controlled Assessment;
  - Post completion; retain Candidates' work securely until the closing date for enquiries about results;
  - Seek help from the SENCO for any assistance required for the administration and management of access arrangements;
  - Should as far as possible ensure that all Controlled Assessments are handed in before or on the submission date. Failure to do so will mean that the College will award the pupil either a mark for the incomplete work submitted or a zero mark if no work is submitted;
  - No Controlled Assessment will be accepted by the College after the date agreed by the department and notified to the pupil.

**Disciplinary Procedures for Candidate Malpractice**

Academic misconduct is defined as any attempt by pupils to gain an unfair advantage in assessments.

- Academic malpractice may include though not be limited to:
  - Plagiarism
  - Falsifying or fabricating data
  - Collusion
  - Copying
  - Bribery or attempted bribery
  - Personation
- A pupil who helps a fellow pupil to commit academic misconduct shall be deemed to have committed academic malpractice and will be dealt with accordingly;
- When a case of suspected academic malpractice has been identified the teacher involved will collect the evidence and bring the matter to the immediate attention of the Head of the Department who will consult with the Examinations Officer and Vice Principal if necessary. The Principal needs to be alerted as Head of Centre;
- If irregularities in controlled assessments are identified by a centre after the candidate has signed the declaration of authentication, the head of the assessment centre must submit full details of the case to the relevant awarding body at the earliest opportunity.

**Access Pupils**

SENCO should ensure that:

- Examination Officers and teachers are aware that if a candidate has an access arrangement as part of his or her normal way of working and he/she requires such an arrangement for the written component(s), then a similar arrangement should be made for the controlled assessment(s);
- Access arrangements have been applied for from the Awarding Body;
- Heads of Department and subject teachers are aware of the specific needs of access pupils;
- Heads of Department and subject teachers' requests for support staff are met;
- Facilities for extra time are accommodated and invigilators who supervise Controlled Assessment sessions do so at the specified level of control.

**Examinations Officer**

The Examinations Officer should ensure that:

- Pupils have been entered 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 the receipt, safe storage and safe transmission, whether in CD or hard copy format;
- The distribution of mark sheets for teaching staff use is done in good time;
- Inform staff of the Awarding Body deadline for submission of marksheets.

**Factors affecting individual candidates**

- Teachers should be able to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed controlled assessment. An alternative supervised session may be organized once for such candidates;
- Candidates who re-sit a controlled assessment may make another attempt at the task previously submitted, if that task is still appropriate to the year in which the assessment will be submitted and if time permits. The work presented for assessment, carried out under informal or formal supervision, must be entirely new;
- Candidates must not be allowed to amend the work which was submitted previously. However, candidates may re-use the research carried out previously;
- Collection and posting of mark sheets to the Awarding Bodies is done before the specified deadlines.

***These policy Guidelines are translated into action through other policies and procedures, for example:***

*JCQ publication Instructions for conducting Controlled Assessments*

*Assessment and Reporting Policy   Learning and Teaching Policy   Curriculum Policy   Special Needs Policy*

*Monitoring and Evaluating Policy   Numeracy Policy   Literacy Policy   ICT Policy*

*Examination Policy*

## APPENDIX 1

### Non-GCSE Internal Moderation Policy

#### General Internal Moderation Principles

1. It is essential that assessment decisions are in line with the qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all pupils and that the final judgement is accurate, reliable and recorded.
2. Internal moderation should be on-going throughout the course, with feedback being given to the teachers. There should be evidence of feedback being actioned where necessary.
3. Summative internal moderation must be carried out prior to pupils being entered for external moderation. Only those teachers whose pupils have fully met the standards can be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a teacher is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.
4. It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked pupil work as requested.
5. All assessment evidence, which has been internally moderated, must be kept on site until after the external moderation. The work remains the property of the pupil and can be returned to the pupil according to the requirements of the relevant awarding body.

## Internal Moderation Process for Centres

**First 6 weeks of term**

- Establish numbers of student cohort
- Establish levels that these candidates will work on
- Register candidates
- Allocate HODs to subject teacher(s)
- HOD to approve proposed SoW / assessments
- HOD to draw up sample plan in conjunction with co-ordinator

**2<sup>nd</sup> half of first term**

- Co-ordinator to ensure that all HODs and subject teacher(s) have met
- First round of formative internal moderation to be conducted. One copy of feedback sheet to be given to the HOD. One to be stored centrally in the centre portfolio for auditable purposes
- Meeting held to discuss issues arising from first round of internal moderation. Minutes taken

**1<sup>st</sup> half of second term**

- Second round of formative internal moderation to be conducted. Documentation to be copied as before and stored in the centre portfolio
- Any action noted by the HOD in first round to be checked and signed off
- Meeting held to discuss issues arising

**2<sup>nd</sup> half of second term**

- Third round of internal moderation to be conducted. Documentation to be copied as before and stored in centre portfolio
- Any continuing issues to be addressed and signed off
- Meeting held to discuss issues and plan for external moderation

**1<sup>st</sup> half of 3<sup>rd</sup> term**

- Co-ordinator to establish candidates and units to be put forward for external moderation
- Summative internal moderation to be conducted
- Arrangements to be made for external moderation

**2<sup>nd</sup> half of third term**

- External moderation takes place
- Meeting to be arranged to discuss feedback from external moderation and plan put in place to address any issues arising

**Back to Term 1 again**

**Minutes from Internal Moderation Meetings**

Persons present:	Date:
Issues arising:	Action agreed / person(s) responsible
Date agreed for next meeting:	

**Feedback to HOD Sheet for Formative Internal Moderation**

Candidate name:		Date:
Teacher name:		
HOD name:		
Qualification title:		
Unit(s) moderated:		
Comments / feedback on how assessment / evidence meets the standards:		
Comments / feedback on completion of mandatory paperwork:		
Teacher signature:		Date:
HOD signature:		Date:
Date agreed for any action identified to be completed by:		
Co-ordinator signature to confirm action completed:		Date:

## APPENDIX 2

### Malpractice Policy

#### Staff Malpractice Policy

##### Introduction

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications including GCSE Controlled Assessment, non-GCSE e.g. ASDAN COPE, BTEC and Cambridge Technical and also examinations invigilated by staff at the school and marked externally.

##### Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications.

- Tampering with pupils' work prior to external moderation/verification;
- Assisting pupils with the production of work outside the awarding body guidance;
- Fabricating assessment and/or internal verification records or authentication statements.

The following are examples of malpractice by staff with regard to examinations:

- Assisting pupils with exam questions outside the awarding body guidance;
- Allowing pupils to talk, use a mobile phone or go to the toilet unsupervised;
- Tampering with scripts prior to external marking taking place.

##### Staff Malpractice Procedure

Investigations into allegations will be coordinated by the exams officer/vice principal, who will ensure the initial investigation is carried out within an acceptable time frame and feedback given to headmaster. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- informed of the allegation made against him or her;
- informed what evidence there is to support the allegation;
- informed of the possible consequences, should malpractice be proven;
- given the opportunity to consider their response to the allegations;
- given the opportunity to submit a written statement;
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required);
- informed of the applicable appeals procedure, should a decision be made against him/her;
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC.

If work is submitted for moderation/verification or for marking which is not the pupil's own work, the awarding body may not be able to give that pupil a result.

##### Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, Parkhall Integrated College may impose the following sanctions through the direction of headmaster.

- 1) **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied



- 2) **Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- 3) **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff
- 4) **Suspension:** Bar the member of staff from all involvement in the administration of assessments for a set period of time
- 5) **Dismissal:** Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from his/her post

### **Appeals**

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the appeals policy.

## **Student Malpractice Policy**

### **Introduction**

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding pupil malpractice in the assessment of internally marked qualifications and also regarding examinations marked externally.

### **Examples of Malpractice**

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by pupils with regard to portfolio-based qualifications.

- Plagiarism: the copying and passing of the whole or part of another person's work as the pupil's own work;
- Collusion: working collaboratively with other learners to produce work that is submitted as one pupil's;
- Failing to abide by the instructions of the teacher. This may refer to the use of resources which the pupil has been specifically told not to use;
- The alteration of any results document.

If a teacher suspects a pupil of malpractice, the pupil will be informed and the allegations will be explained. The pupil will have the opportunity to give his or her side of the story before any final decision is made. If the pupil accepts that malpractice has occurred, he/she may be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments, and these could also be rejected if similar concerns are identified.

## APPENDIX 3

### Appeals Policy

#### Introduction

This policy addresses the situation where pupils may wish to appeal against a grade he/she has received for a qualification.

This appeals policy can be accessed by contacting the exams officer/assistant exams officer, along with the appeals policy provided by the JCQ. All teachers should be aware of these appeal policies and how to access them in order that pupils can be supported.

#### Appeals Policy for Internal Assessment for External Qualifications

All pupils at Parkhall Integrated College have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

See specific policy for internal appeals for centre assessed marks/ grades.

#### Appeals Policy for Internal Assessment for External Qualifications

All pupils at Parkhall Integrated College have the right to make an appeal about any of the marks/grades received for the qualifications they are undertaking

1. Pupils, after discussion with relevant head of department/subject teacher must inform the EO of any enquiries they wish to initiate within 10 days of results being issued.
2. The examination officer will advise on the options available to query the mark/grade and the costs involved. The pupils and parents will be made aware that a re-mark can result in marks/grades being raised, confirmed or lowered.
3. Parents must sign a consent form to confirm that they understand the consequence of a re-mark and on receipt of the fee (as determined by the relevant board), the EO will process the request.
4. Outcomes following the re-mark will be forwarded by the examinations officer to the pupil/parent as soon as they have been received from the awarding bodies. If the re-mark is successful, the fee will be returned