

KING ARTHURS COMMUNITY SCHOOL POLICY STATEMENT FOR CONTROLLED ASSESSMENTS IN KEY STAGE 4

RATIONALE

From September 2009, new GCSE specifications are being introduced. Controlled Assessments have been introduced in 26 new specification GCSE subjects. Different GCSEs will require different procedures and amounts of controlled assessment. All however are in one of three categories: subjects counting for 60% (Art, DT, Dance, Drama, Music, PE, English Language, French, Mfl); those counting for 25% (Geography, History, RE, Business Studs, English Literature); and subjects with no CAs (Maths). An oversight of controlled assessments across the school ensures that procedures are in place to meet requirements of the awarding bodies and students are supported to produce work at a high standard.

PURPOSE

- to identify which job roles are responsible for specific aspects of managing and monitoring controlled assessments
- to gain an oversight of the timing of controlled assessments across the school with a view to spreading the assessment load throughout the key stage.
- to ensure that all subject areas plan their assessment timetable so that it is an integral part of the scheme of work.
- to establish a school wide approach to issues such as resits, student involvement in choosing assessments, procedures for catching up missed assessments
- to provide information to the Key Stage 4 Deputy Headteacher (RW), the examinations officer (RI), ICT support (JS) and the SENCO (SP) so that they may support subject areas in
- promoting high levels of achievement when delivering controlled assessments
- fulfilling the requirements of the exam board specification

GUIDELINES

Roles and responsibilities

- The Key Stage 4 Deputy Headteacher (RW) has overall responsibility for the delivery, monitoring and marking of controlled assignments across the school.
- Subject leaders are responsible for all aspects of controlled assessments within their Subject area(s).
- Subject Leaders ensure that all relevant staff understand their roles and responsibilities.
- The Examinations Officer (RI) supports Subject leaders by providing necessary information, accommodation and administrative support.
- The Examinations Officer keeps the Key Stage 4 Deputy Headteacher informed of any issues.
- The Senior Leader with responsibility for ICT (RW) works with Subject Leaders and the Network Manager to ensure there is compliance with exam board regulations when using ICT.
- The Senior Leader with responsibility for CPD (LF) ensures that subject leaders attend relevant exam board training.

Timing of assessments

- Controlled assessments normally take place during lesson times. If this is not possible, the assessment must be placed on the calendar at the start of the school year. This is done at the discretion of the Key Stage 4 Deputy Headteacher
- Subject leaders decide on the timings of assessments to meet the requirement of 40% terminal assessment. They provide the Key Stage 4 Deputy Headteacher with the dates of controlled assessments at the start of each school year using the proforma in Appendix 2. The Key Stage 4 Deputy Headteacher may request changes to timings if there are clashes. Timings are recorded on the school calendar.
- Subject Leaders must also identify alternative dates in case of staff or candidate absence or other unforeseen problems.
- All controlled assessments are cashed in at the end of the course and contribute to the 40% terminal assessment rule (see Appendix 1)

Preparation of Students

- Subject Leaders are responsible for incorporating controlled assessments into schemes of work. They must ensure all staff are familiar with the requirements of the assessments and have fully prepared the students.
- Where a choice of assessments is possible, the school encourages Subject areas to give students some involvement in which assessments they do. Subject teachers must make sure that students have access to materials and resources they need in order to carry out their chosen assessment.

Carrying out the assessments

- Subject Leaders liaise with the Examinations Officer and Network Manager to ensure compliance with exam board regulations, including accommodation and ICT provision. They provide training for all relevant staff so that they can supervise assessments, applying the specified level of control (see Appendix 1)
- Subject Leaders liaise with the SENCO and ensure arrangements are in place for students requiring additional support.
- If a student misses an assessment, it is the Subject Leader's responsibility to provide additional sessions to catch up. If there are extenuating circumstances, a student may be removed from other lessons to facilitate this, but only at the discretion of the Key Stage 4 Deputy Headteacher.
- Students are given every opportunity to perform at or above their target grade. Where exam board regulations allow, and if it is logistically feasible, Subject Leaders must make arrangements for students to resit their controlled assessment if needed.

Standardisation and Marking

- Subject leaders must provide training opportunities for staff to standardise their marking using exam board criteria. They must also have procedures in place to moderate the marked work.
- Subject leaders must ensure sufficient time is allowed for moderation and remarking before providing the examinations officer with marks within exam board deadlines.

Storage of work

- All completed assessments must be stored securely in Subject Work Rooms.

Monitoring

- Subject leaders provide the KS4 Deputy Headteacher with information about controlled assessments using Appendix 2. This is reviewed at the start of each year
- Subject leaders monitor the preparation and delivery of controlled assessments through scrutiny of work and spot checks. Evidence of this monitoring must be available to the subject line manager and KS4 Deputy Headteacher
- The KS4 Deputy Headteacher and Examinations Officer carry out spot checks to ensure compliance with exam board rules.

The controlled assessment policy will be reviewed by the Deputy Head, Exams Office and Governors.

The policy is next due for review – September 2011

Appendix 1: key terms

- *40% terminal assessment rule*

At least 40% of the assessment of a GCSE must be taken at the end of the course. This can include controlled assessment and external examinations.

Units can be retaken once, and normally the better result counts towards the overall grade. If a resit is part of the 40% terminal assessment, this mark will count, even if it is lower than the original mark.

- *Levels of control*

There are three stages in controlled assessments:

- task setting
- task taking
- task marking

The level of control for each stage of assessment is specified as high, medium or low. The levels of control determine who sets the assessment, the conditions for carrying out the assessment and who marks the assessment. Subject leader must ensure appropriate levels of control are applied at each stage.

Appendix 2: Controlled Assessments: subject procedures

THIS MUST BE PASSED TO THE KEY STAGE 4 DEPUTY HEADTEACHER AND EXAMINATIONS OFFICER AT THE START OF EACH ACADEMIC YEAR.

PROCEDURES FOR CONTROLLED ASSESSMENTS 2010-11		
SUBJECT:		
What percentage of the course is assessed through controlled assessments? How many assessments are required? How have you integrated controlled assessments into your scheme of work? How have you prepared teaching staff to prepare students and deliver the assessments within exam board regulations?		
Make a list of your controlled assessments, when they will take place and alternative sessions for 'catch up':		
title of assessment	dates of assessment	alternative dates
What arrangements are in place for students to resit the assessment(s)?		
Briefly outline the levels of control required at each stage and how you will ensure these requirements are met <ul style="list-style-type: none">• task setting• task taking• task marking		
What provision have you made to support students with Special Educational Needs?		
Outline any special requirements with regard to accommodation or provision of ICT.		
What procedures are in place to standardise and moderate the marking of controlled assessments?		
Is there any further information regarding controlled assessments that you need to bring to the attention of the Senior Management Team?		

