



BRIGHTON GIRLS

CONTROLLED ASSESSMENT & RISK MANAGEMENT POLICY

Document Control

Document Owner & Contact Person :

Kate Ashdown
Deputy Head (Academic)

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1. PURPOSE & APPLICABILITY

This purpose of this policy is to:

- Identify staff responsibilities in planning and managing controlled assessments;
- Examine potential risks and issues relating to the implementation of controlled assessment for qualifications and how these might be managed and mitigated through forward planning and remedial actions.

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

August 2021: This policy will operate as normal unless Covid-19 system of controls overrule it. Please see appropriate risk assessments, government and school guidance.

2. LIST OF ABBREVIATIONS & MEANINGS

BGS	Brighton Girls' School
GDST	Girls' Day School Trust
JCQ	Joint Council for Qualifications
SENDCo	Special Educational Needs and Disabilities Coordinator

May / Should	Advisory
Shall / Must	Mandatory



3. CONTROLLED ASSESSMENTS

3.1 STAFF RESPONSIBILITIES

3.1.1 SENIOR LEADERSHIP TEAM – DEPUTY HEAD ACADEMIC DESIGNATED RESPONSIBILITY

- 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.
- Map overall resource management requirements for the academic 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.

3.1.2 HEADS OF DEPARTMENTS

- Decide on the awarding body and specification for a particular qualification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

3.1.3 TEACHING STAFF

- Understand and comply with the general guidelines detailed within the JCQ publication Instructions for conducting controlled assessments.
- Understand and comply with the awarding body's 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 candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, 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 (SENDCo) for any assistance required for the administration and management of access arrangements.

3.1.4 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.

3.1.5 SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCO)

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

3.2 RISK MANAGEMENT PROCESS

Risks and issues	Possible remedial action		Staff
	FORWARD PLANNING	ACTION	
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, IT
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have correct access rights for secure extranet sites well ahead of the controlled assessment schedule	HOD, IT, EO
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HOD, IT
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Make candidates aware of dates. Plan alternative session(s) for candidates	Run additional session if required.	HOD
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff understand what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HOD
Supervision			
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Provide cover so that relevant teachers can supervise their CA	HOD, SLT, Cover

Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the AB specification**	Seek guidance from the awarding body	HOD
Assessments have not been moderated in line with the awarding body's 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 fully understand the importance of task security. Only give restricted access to relevant staff.	Contact the awarding body to request/obtain different assessment tasks	HOD, EO
Candidates' work not kept secure during or after assessment	Ensure staff fully understand requirements. Ensure storage available.	Seek guidance from the awarding body	HOD, EO
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	HOD
Deadlines for marking and/or paperwork not met by teaching staff	Give teaching staff school deadlines which are prior to the AB deadline to complete marking/paperwork	Seek guidance from awarding body	HOD
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Check authentication form is securely attached to completed work prior to sending to AB	Find candidate and ensure authentication form is signed Check all paperwork is ready to be sent to moderator.	HOD

Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature Check forms completed correctly	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	HOD
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 re-marking Consult the awarding body's specification for appropriate procedures	HOD
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HOD

** All tasks whether set by the awarding body or centre **must** be developed in line with the requirements of the specification.



4. APPENDIX

Nil

5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
Controlled Assessment & Risk Management Policy	01	March 2018	Initial Creation	Caroline Holden	expired
Controlled Assessment & Risk Management Policy	02	September 2019	Initial Creation	Kate Ashdown	expired
Controlled Assessment & Risk Management Policy	03	August 2020	Updated SLT responsibility & Covid-19	Kate Ashdown	EXPIRED
Controlled Assessment & Risk Management Policy	04	August 2021	Updated SLT responsibility & Covid-19	Kate Ashdown	live

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