CONTROLLED ASSESSMENT POLICY

Other relevant policies and documents:
BTEC Policy
Examinations' complaints and appeals procedures
Examinations' Contingency Plan
Examinations' Policy
Word Processing Policy
Access Arrangements Policy

**This policy was adopted by the Curriculum Committee in February 2018.
Next review due Spring Term 2019, or earlier if the need arises.**

1. Policy Aims

The principal aims of this policy are to:

- cover procedures for planning and managing Controlled Assessment;
- identify staff responsibilities in planning and managing GCSE controlled assessments;
- define staff roles and responsibilities with respect to Controlled Assessment;
- manage risks associated with Controlled Assessment.

This policy complies with JCQ's 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.

2. Controlled Assessment Aims and Objectives:

- To enable a more integrated approach to teaching and learning and assessment.
- To provide an increased facility to ensure that work is the students own.
- To enable teachers to choose the timing of the Controlled Assessment.
- To enable teachers to select from a choice of tasks and task context.

Controlled Assessment is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning that usually takes place in the classroom, within the normal timetable. Controlled Assessment will provide a level of control designed to maximise reliability and authenticity.

3. Process of Controlled Assessment

The process has 3 stages

- Task Setting: Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.
- Task Taking: three levels of control apply:
  - o Low control – students can work unsupervised outside the classroom. This would normally be at the research stage of the task.
  - o Medium control – students can work under informal supervision. This would constitute the analysis stage of the task.
  - o High Control: Students complete their task under direct supervision throughout. This is the write up stage of the task.
- Task Marking: Task marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework. In this case, academy staff must use moderation to standardise marking in accordance with specific exam board criteria.

4. Roles and responsibilities

The leadership team is responsible for:

- Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Ensuring this policy is adhered to.
- Mapping of overall resource management requirements for Controlled Assessments, including resolution of clashes, timing, operation, resources and rooming.
- Publishing and updating of the internal policy for Controlled Assessments.
- Creating, publishing and updating an internal appeals policy for Controlled Assessments.

The leadership team is also accountable for the safe and secure conduct of Controlled Assessments.

Heads of Department must:
- Decide on the awarding body and specification for a particular GCSE.
- Ensure the safe and secure conduct of Controlled Assessments within the department.
- Standardise 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.
- Inform Exams Officer / School Leadership Team of timing of Controlled Assessments and of any particular requirements that may be needed.
- Plan for Controlled Assessment, ensuring it is suitably incorporated into schemes of work.
- 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.
- If Controlled Assessment cannot be conducted in the classroom, arrange suitable accommodation where Controlled Assessment can be carried out.
- Supply to the Examinations Office details of all unit codes for Controlled Assessments.
- Post-completion, retain candidates' work securely until the closing date for 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.
- Approach the Vice Principal in charge of Curriculum for any assistance required for the administration and management of access arrangements.
- Ensure accurate completion of Controlled Assessment submissions and authentication sheets.

Teaching staff must:
- 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 Officer 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) and undertake the tasks required by 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.
- Ensure candidates are appropriately prepared for the assessment in terms of the specifications for the subject, the setting, performance and the marking of the tasks and the level of control required for each stage of the assessment.
- Complete the Controlled Assessment checklist for each assessment and provide the Head of Department with a copy of the checklist.
- Keep adequate records of timings and details of assessments, i.e. attendance and the time candidates spend on the set task as well as any extra help given to any candidate during assessments.
- Arrange opportunities for pupils who have missed an assessment session to re-sit under appropriate conditions.
- Ensure that any potential malpractice is reported in accordance to regulations for such cases.

Exams Manager will:
- Liaise with the Vice Principal in charge of Curriculum and Heads of Department to coordinate the timetabling of Controlled Assessments to avoid clashes between and within departments in terms of venues and provision of special arrangements and equipment.
- Support Heads of Department in making arrangements for assessment sessions that require special equipment or facilities. Enter students for individual units, whether assessed by Controlled Assessment, external exam or on-screen test, before the deadline for final entries.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where Controlled Assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Leadership Team.
- Responsible for ensuring that the process outline complies with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Curriculum Leaders to schedule Controlled Assessment, throughout Years 9, 10 and 11.
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of Controlled Assessment.
  - 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 Controlled Assessment events.
- Enter students for individual units, whether assessed by Controlled Assessment or external examination before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal examination series.
- Where confidential materials are directly received by the Examinations Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- To ensure that all access arrangements have been applied for at the beginning of Year 9, Year 10 or Year 11 and staff involved are aware of the list of pupils and their requirements.
- To assist in keeping relevant parties informed of forthcoming assessments.

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

Candidates are required to:
- 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 Examinations Officer as soon as possible.
- Use black ink if the work submitted is handwritten.

5. Responsibility of staff in the implementation of the Controlled Assessment Policy
- It is the responsibility of each Head of Department to obtain the Controlled Assessment task details from the exam boards.
- The Head of Department should choose the most appropriate time for the Controlled Assessment to take place.
- The Controlled Assessment may take place during timetabled class time.
- Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level Controlled Assessment is taking place.

6. Controlled Assessment practice
- A seating plan should be recorded for each Controlled Assessment and submitted to the examinations officer.
- Relevant display materials must be removed or covered up.
- All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
- Each student is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
- All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- Separate user accounts must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions.
- If work is saved on a portable device these must be collected in after each session and locked away in a similar manner as all assessment materials (see previous).
- If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- For long absences, special consideration should be applied for.
- Entries for Controlled Assessment must be made at the appropriate time.
- Attendance records from assessment sessions should be kept by the class teacher.
- Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
- Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be recorded in each candidate's own words.

- Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessment.
- If suspected malpractice occurs, the Exams Officer must be informed.
- If a student's work is lost within the school, this must be reported to the exam board.
- Authentication forms must be signed by the teachers and candidates.
- Access arrangements do apply to Controlled Assessment.
- The assessment marks must be submitted to the exam board by the appropriate date.
- Candidates' work must be securely stored in a similar manner as all assessment materials (see previous) until all results have been verified.
- Re-sits of controlled assessment may be allowed in the next exam session.
- After the results are published it may be possible to request a re-moderation of the work.

7. Monitoring and Evaluation

The Principal is responsible for ensuring this policy is adhered to.

The Vice Principal (Curriculum) will monitor the implementation of this policy.

The Examinations Manager is responsible for the day-to-day application of this policy.

Appendix 1: Systems and processes relating to Controlled Assessment

1. Supervision

External invigilators and display of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are not required. Centres must ensure that supervisors are aware of subject-specific requirements.

Centres must ensure that candidates understand what they need to do to comply with the regulations for controlled assessments as outlined in the JCQ document Information for candidates – controlled assessments - http://www.jcq.org.uk/exams-office/information-for-candidates-documents

In particular, centres must ensure that candidates:
- understand that information from published sources must be referenced;
- receive guidance on setting out references;
- are aware that they must not plagiarise other material.

a. Formal supervision (high level of control)
The use of resources is tightly prescribed. The centre must ensure that:
- all candidates are within direct sight of the supervisor throughout the session(s);
- display materials which might provide assistance are removed or covered;
- there is no access to e-mail, the internet or mobile phones;
- candidates complete their work independently;
- interaction with other candidates does not occur;
- no assistance of any description is provided.

b. Informal supervision (medium level of control)
Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should always check the subject-specific requirements issued by the awarding body. The centre must ensure that:
- all candidates participate in the assessment;
- there is sufficient supervision to ensure that work can be authenticated;
- the work that an individual candidate submits for assessment is his/her own.

c. Limited supervision (limited level of control)
Work may be completed outside of the centre without direct supervision. Where limited control is specified, candidates may normally:
- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

2. Advice and feedback
Centres should advise candidates on aspects such as those listed below before controlled assessment work begins:
- sources of information;
- relevance of materials/concepts;
- structure of the response (for example, chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations.

Centres must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings) unless the specification or subject-specific guidance states otherwise.

a. Advice and feedback during the task-taking stage

The task-taking stage of controlled assessment may involve two sub-stages, each of which may be subject to a different level of control.

If a high level of control is specified, no advice or feedback of any description can be provided. If medium or limited control is specified, some categories of advice/feedback are permitted. Centres must refer to the relevant specification or subject-specific guidance for confirmation.

b. Assistance over and above that allowed by the specification

Before giving additional assistance beyond that described in the specification or subject-specific guidance, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by the awarding body. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

c. Rules on re-drafting

Particular care is needed when drafting is one of the skills being assessed. In this situation:
* the assessment criteria will allow credit to be given where there is evidence of drafting and re-drafting;
* teachers must undertake an interim assessment of candidates' work.

The candidate must use his/her own initiative when re-drafting, without assistance from the teacher.

When drafting is not one of the skills being assessed, teachers may review candidates' work and provide advice at a general level unless the specification or subject-specific guidance states otherwise.

d. Monitoring and recording the contact between the teacher and the candidate

The teacher should keep a record of feedback and advice provided to groups of candidates and to an individual candidate where this may affect the marks awarded. When group work is permitted, the teacher's record should describe the candidate's contribution to any group work.

3. Resources

Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected and stored securely at the end of each session:
* the work to be assessed;
* preparatory work.

Additional precautions need to be taken if the centre permits candidates to use computers to store preparatory work and/or word process their work for assessment. The centre is responsible for establishing and implementing procedures to ensure that:
* all work which will be assessed is completed under formal supervision;
* candidates are not able to access preparatory work between supervised sessions.

a. Candidates' record of work completed under informal and/or limited supervision

The work submitted for assessment must include references where appropriate.

To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc. The record should include all the sources used, including books, websites and DVDs.

b. <u>Acknowledging resources</u>

Guidance is given in the JCQ document Information for candidates – controlled assessments – http://www.jcq.org.uk/exams-office/information-for-candidates-documents

c. <u>Word and time limits</u>

Specifications and subject-specific documentation include guidance on appropriate word limits or time limits.

Centres are responsible for ensuring that candidates adhere to the specified time limits when high control (formal supervision) or medium control (informal supervision) is specified. When work is done under limited control the specified timings are for guidance only (unless otherwise stated in the specification), but centres should discourage candidates from exceeding them.

4. Collaboration and group work

a. <u>When is group work permitted?</u>

Candidates are free to collaborate when carrying out research and preparatory work under limited supervision. Where the specification permits, some assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where candidates are required to construct an artefact, they may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and the record forms.

b. <u>Assessing group work</u>

Group work is permitted but group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed.

5. Authentication procedures

All candidates must sign a declaration to confirm that the work they submit for assessment is their own unaided work. Awarding bodies will issue documentation for this purpose.
Teachers must confirm that the work:
- is solely that of the candidate concerned;
- was completed under the required conditions.

Teachers must be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

If unable to confirm that the work presented by a candidate is his/her own:
- do not accept the candidate's work for assessment;
- record a mark of zero for the work.

Any concerns about potential malpractice must be reported to the examinations manager.

6. Keeping materials secure

Secure storage is defined as a securely locked cabinet or cupboard. Where candidates are producing artefacts (e.g. Art and Design or Design and Technology) secure storage may be

defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

When candidates are undertaking research, data collection or other preparatory work under limited control (limited supervision), secure storage is not required at this stage. Secure storage is required from the point at which candidates embark on producing work for assessment. All work that will be submitted for assessment must always be collected at the end of each session and stored securely between sessions.

The requirement for secure storage extends to candidates' preparatory work if the work for assessment is being produced under high control (formal supervision).
Candidates' preparatory work may be in an electronic format. The work they are producing for assessment may also be in an electronic format. Centres must take steps to ensure that they meet the requirements for secure storage described above. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the centre's IT network.

Teachers allowed to take work home to mark provided that they take sensible precautions regarding its security.

Work that is not required for moderation purposes and work returned after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, work may be returned once the enquiry about results and any subsequent appeal is complete.

Preparatory work should remain in secure storage until marks have been submitted to the awarding body.

7. Annotation and marking
The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results.

a. Internal standardisation
It is important that all teachers involved in the assessment of a unit/component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place.

Appendix 2: Information for candidates - controlled assessments

This document tells you about some things that you must and must not do when you are completing your work.

Before you submit any work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher or lecturer.

Controlled Assessment will provide you with an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

The regulations state that:
"the work which you submit for assessment must be your own";
"you must not copy from someone else or allow another candidate to copy from you".

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: (http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml), downloaded 12 February 2015.

You may be required to include a bibliography at the end of your work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) 'Mary, Queen of Scots', London: Weston Press.

If you copy the words or ideas of others and don't show your sources in references and a bibliography, this will be considered as cheating.

Preparing your work – good practice
If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late. Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

Plagiarism
Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously**.
Don't think you won't be caught; there are many ways to detect plagiarism.
- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations
If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:
- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

Appendix 3: Appeals against internally assessed marks

The Academy is committed to ensuring that whenever staff mark candidates' controlled assessment/coursework this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge understandings and skill, and who have been trained in this activity. The Academy is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body, where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. An appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

For more details on procedures, consult the examinations' complaints and appeals procedures document.

Internal appeals form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

- ☐ **an internal assessment decision**
- ☐ **the centre decision not to support an enquiry about results**
- ☐ **the outcome of an enquiry about results**

Name of appellant		Candidate name if *different to appellant*	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against an internal assessment decision
Appellant declaration
By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

Signature: **Date of signature:**

Appeal against the centre decision not to support an enquiry about results
Appellant declaration
By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature: **Date of signature:**

Appeal against the outcome of an enquiry about results
Appellant declaration
By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature: **Date of signature:**

Appendix 4: GCSE controlled assessments - Risk management process

Risks and issues	Possible remedial action		Staff
	Forward planning	**Action**	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with Academy calendar – negotiate with other parties	KT/JJ
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	KT/JJ
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	KT/JJ
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		JJ
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	JJ
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 access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	JJ/MWL
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	JJ
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoD/JJ

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	JJ/KT/HoD
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff 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, Line managers
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		HoD, JJ, KT
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		JJ
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	HoD, Line Manager, KT
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, Line Manager, KT
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	HoD, JJ, KT
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	HoD, JJ, KT
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	ZR, JJ

Risks and issues	Possible remedial action		Staff
	Forward planning	**Action**	
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, Line Manager, KT
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	HoD, KT
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	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	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, KT