



Policy **Controlled Assessment & Coursework, Exams (inc Complaints, Malpractice and Disapplication)**

Author Fusion Business Solutions

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1. About the Policy

1.1 This policy takes full account of the Joint Council for Qualifications (JCQ) instructions to which reference should be made if further details are required for:

- Instructions for conducting controlled assessments;
- Instructions for conducting coursework/portfolios; and
- Suspected malpractice in examinations and assessments.

1.2 Controlled Assessment enables teachers to confirm that students have carried out the work involved. As the name suggests, control levels are set for each stage of the assessment process; task setting, task taking and task marking.

2. Task setting

Teachers can choose from the range of tasks set by awarding bodies, some of which can be contextualised to suit local circumstances. Arrangements will differ by subject, with some subjects allowing centres to set tasks whilst other subjects will be required to use the task precisely as supplied by the awarding body. In a limited number of subjects students will be able to select their own tasks.

3. Task taking

3.1 Depending on the level of control defined within the subject specification, controlled assessments may take place;

- In a normal timetabled lesson or other defined session under supervised conditions, possibly with controlled access to resources;
- Outside the centre and involve research with limited supervision.

3.2 The supervision of the task, which will be defined within the subject specification, may be;

- Formal (high level of control); or

- Informal (medium level of control); or
- Limited (low level of control).

3.3 Details on the level of control can be found within the awarding body's specification and in the JCQ publication instructions for conducting controlled assessments.

4. Task marking;

4.1 Awarding bodies provide mark schemes or criteria.

4.2 It is essential that controlled assessment processes are managed correctly and all members of staff must be aware of their specific responsibilities.

4.3 Early in the Autumn Term, Year 10 pupils and their parents will receive information explaining policy and practice. An information evening is provided for parents to gain an understanding of the nature of GCSE controlled assessment/coursework and ways in which they can help their children to manage the demands. Pupils will be given a two-year planner showing when individual controlled assessment/coursework units will be set and the deadlines for completion.

4.4 The agreed controlled assessment/coursework management policy, which applies to all subjects, is as follows:

1. When a controlled assessment/coursework unit is introduced in class, the teacher will explain what the purpose of it is, and what will need to be done. A detailed step by step plan will be worked out with the pupil.
2. In most subjects, most of the controlled assessment/coursework, including reading and research, will be done during lesson time. [The rest may be set as homework tasks].
3. The pupil will monitor their own progress in the controlled assessment/coursework against the planning page. They will tick off each stage as it is done. If a problem arises at a particular stage, e.g. difficulty in understanding, or in finding resources, the pupil must immediately ask the teacher's advice. In turn, the teacher will endeavour, from time to time, to check progress on pupils' planning sheets and discuss the work so far, giving advice and support where appropriate.
4. When part of the controlled assessment/coursework is planned to be done at home, that is the only homework that will be given at that time in that subject.
5. [As pupils monitor their own progress weekly, they may choose to do the controlled assessment/coursework at home at any time during that week as best fits in with work in other subjects that they have to do. However, pupils must not allow controlled assessment/coursework to accumulate towards the end of the week, and parents and teachers should try to ensure that this does not happen].
6. With this system of teacher monitoring and self-monitoring, and with appropriate lessons devoted to controlled assessment/coursework, there can normally be no reason for work not being completed on time. In

extreme cases, such as extended absence through illness, the pupil may request a short extension.

It will be up to the teacher to decide whether or not it is possible to allow this, taking into consideration further work to be done and such Examination Board deadlines as are available.

7 Before mock exams, the only homework to be set will be directly related to these exams: that is, pupils will not do controlled assessment/coursework at home at the same time as they are expected to prepare for examinations.

8 Subject staff will begin to teach controlled assessment/coursework skills before Year 10.

9 As part of their pastoral role, Year 10 and 11 tutors will monitor controlled assessment/coursework progress.

If the pupil has a general controlled assessment/coursework problem then he or she should discuss it with their tutor and their subject teacher.

4.5 This policy is simply to help the pupils be successful and gain the highest grade of which he or she is capable. However, that grade will always be influenced by the commitment and regular hard work which the pupil puts into these two years.

5. Complaints about Internal Assessment

5.1 This policy covers:

Part A: Concerns about internal assessment procedures.

Part B: Enquiries about internal assessment decisions.

Part C: Disputes when the school is not willing to support an enquiry about a result.

6. Introduction

6.1 Controlled assessment/coursework is set and marked at various times during the course. You often see your un-moderated mark and occasionally question the score. This policy covers issues that may arise from discussions with your teacher.

6.2 It is vital that any concerns you have or appeals you make are resolved well before the examination board deadlines.

6.3 Once the deadline has passed the examination boards will do their best to incorporate the changes. They, however, cannot guarantee that the certificate will be ready on time.

6.4 **Part A:** Concerns about internal assessment procedures

This section is about the process of setting and marking controlled assessment/coursework and not about the marks themselves.

Details of the assessment procedures for each piece of controlled assessment/coursework are published on the examination board's website. It is against these instructions that you can have a concern, for example:

- ❑ You read that about 5 hours of teaching time is required but your allocation of hours is different.
- ❑ You were seriously ill during the controlled assessment/coursework and you feel that this has not been considered.
- ❑ When you see your controlled assessment/coursework, there is no annotation on the script and you wonder how the marks were allocated.

6.5 **Part B:** Enquiries about internal assessment decisions

This section is about how the marks were allocated. The mark schemes are available on the examination board's website together with support material.

The support material may contain exemplar controlled assessment/coursework, guidance on marking and moderation together with the latest examiner's reports. You need to be aware that the controlled assessment/coursework mark that your teacher has given you will have to be moderated by the examination board. The controlled assessment/coursework for the whole class may be adjusted to bring it in line with other centres.

It is against these instructions that you can have a concern, for example; there seems to be an inconsistency between the annotation on the controlled assessment/coursework and the marks.

6.6 **Part C:** Disputes when the school is not willing to support an enquiry about a result

This section is about enquiring and appealing to the examination board after the results have been received.

On the JCQ website at www.jcq.org.uk there are details about the Enquiry about Results (EAR) procedures.

It is worth noting that if the examination board have accepted the academy's controlled assessment/coursework marks then they can not be re moderated. You can only apply for re-moderation if the examination board disagrees with the school's assessment. It is against these instructions that you can have a concern, for example;

- ❑ You feel that the examiner or moderator has been too strict in following the mark scheme but the school thinks it is reasonable.
- ❑ You feel that the academy should pay for the enquiry but the academy is unwilling to do so.

7. Procedure

- 7.1 The candidate should raise the matter with the relevant teacher within a week of identifying the concern.
- 7.2 If this does not provide a resolution the grievance should be discussed with the Examinations Officer. They will make a written record of the situation and pass the appeal to the Principal or a Deputy in the first instance.
- 7.3 If no satisfactory resolution can be found within a week (5 school days) then the appeal will go to a hearing. This needs to take place within the following fortnight (10 school days).
- 7.4 The appeal hearing will give a final decision and consist of the following members;
- The candidate and a single carer if so desired;
 - The teacher(s);
 - The Principal or a Deputy;
 - An independent person who has not been involved in the case;
 - A clerk.

8. GCSE and GCE (A Level) Course and Portfolio work – Malpractice

- 8.1 Nationally there has been a steady increase over the years in the number of cases of plagiarism in controlled assessment/coursework. A culture is emerging where by it is seen by the candidates that the risks of being caught are low and the benefits are high. To tackle this the Joint Council for Qualifications have issued guidelines to both teachers and candidates about the seriousness of plagiarism.
- 8.2 All candidates now sign a declaration form that states that the submitted work is their own. If malpractice is then discovered, there are published procedures for dealing with the situation. However if the form has not been signed then it is an internal matter for the academy.

9. School procedure for dealing with plagiarism

- 9.1 The time scale indicated below gives the maximum periods between each step taking place. In practice, the time between each stage should be minimised in order to avoid stress on the candidate and to ensure that deadlines are not missed.
- 9.2 Every September the JCQ "Notice to Candidate about malpractice" is to be issued to every Sixth Form candidate. Also a copy of JCQ document on plagiarism will be issued to all staff
- 9.3 If the teacher suspects that there has been plagiarism when marking the work they should first check with other members of their team that their suspicions are correct. The staff should not talk about this with the candidates.

- 9.4 If there is evidence of plagiarism, the Exams Officer needs to be informed in writing within 5 school days. There will then be an interview with the candidate and the leader of the controlled assessment/coursework to determine the facts and letter(s) sent home outlining situation. This should take place as soon as possible, no later than 5 school days after the Exams Officer being notified.
- 9.5 Those involved with the malpractice will have no work submitted for that unit/component.
- 9.6 There will be a right of appeal against the findings of the internal procedure through the Principal or delegated Deputy. If the candidate wishes to exercise this right, they must do so within 5 school days of being informed that the unit/component is not to be submitted.

10. Procedure for Controlled Assessment

- 10.1 High Level/formal controlled assessment need to be placed on the Academy calendar.
- 10.2 Controlled assessments need to be carried out under the specific guidance of individual subject specification.
- 10.3 Two weeks prior to the commencement of a High Level/formal controlled assessment inform the examinations office by email.
- 10.4 The following information is required:
- Academic Week
 - Day
 - Date
 - Period
 - Room
 - Duration
 - Invigilator needed
- 10.5 The Examinations Office will respond by email:
- Confirming that the controlled assessment has been logged;
 - The name of the invigilator (if required);
 - Sending a candidate authentication statement as an attachment.

11. Head of Department/Faculty liaison with the SEN Department

- 11.1 Heads of Department/Faculty must contact the SEN department, to check that none of their students require support during their Controlled Assessment. (Reminder: Students that require additional support for examinations are also entitled to the support during the high level/formal level of a controlled assessment).

12. Head of Department/Faculty liaison with the ICT Department

- 12.1 If IT is required please inform the ICT customer support, so that they can ensure that appropriate accounts can be set up.
- 12.2 If IT is being used please ensure that the guidelines in the specification are being used if students are not permitted access to the internet please ensure these instructions are given to ICT support.

13. On the Day of the Controlled assessment

- A no entry sign needs to be displayed on the door of the classroom;
- A mobile phone sign needs to be displayed inside the classroom;
- The invigilator (if required) will arrive 15 minutes prior to the start of the assessment.

The invigilator will need to be briefed:

- On the requirements of the assessment;
- On what students are permitted to have e.g. written notes, text books etc;
- The invigilator will be there to support the teacher in ensuring examination regulations, standards are maintained;
- Mobile phones must be collected/placed out of students' possession; □ The teacher must remain present for the duration of the assessment.

(A suggestion: an attendance register might be useful)

14. At The End of a Controlled Assessment

- 14.1 Each student will need to complete a controlled assessment authentication declaration before handing in their finished work.
- 14.2 All work must be stored securely
- 14.3 NB Please be aware that during May and June – invigilators will be booked for external examinations as a priority.

15. Disapplication and Modification

- 15.1 The Academy can, where necessary, modify or disapply the National Curriculum and its assessment arrangements.
- 15.2 Our policy is to do this only in exceptional circumstances. The Trust makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

- 15.3 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The governor with responsibility for special educational needs would also be closely involved with this process. We would ensure that every effort had been made to provide the necessary support from within the Trust's resources before considering such action.
- 15.4 Should we go ahead with modification or disapplication, we would do so with regard to:
- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
 - Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.
- 15.5 Teachers are familiar with the equal opportunities legislation and equality and dignity at work policy adopted by the Trust.
- 15.6 Teachers ensure that all children:
- Feel secure and know that their contributions are valued;
 - Appreciate and value the difference they see in others;
 - Take responsibility for their own actions;
 - Are taught in groupings that allow them to experience success;
 - Use materials that reflect a range of social and cultural backgrounds without stereotyping;
 - Have a common curriculum experience that allows for a range of different learning styles;
 - Have challenging targets that enable them to succeed;
 - Participate fully, regardless of disabilities or medical needs.
- 15.7 The decision regarding disapplication rests with the Principal in liaison with the appropriate senior leader and SENCo when necessary. When disapplication is regarded as appropriate, the disapplication procedure must be followed. No teacher should attempt to sanction withdrawal from a subject or qualification without approaching the appropriate senior leader who will discuss the request with the Principal and parents/carers as appropriate.

16. Principles

- The educational benefits for the student must outweigh the disadvantages.
- The modifications must be agreed with student and parents.
- Student should be included in mainstream learning and have as much access to the curriculum as possible. They should, as far as possible continue to study a broad curriculum so that opportunities beyond KS4 are safeguarded.
- Disapplication should be the exception rather than the rule.

- The Trust will endeavour to provide access to the Curriculum for all pupils on the school's register, including those being taught temporarily at home or in a hospital school. Where it is impossible or inappropriate to offer these pupils the full curriculum, aspects may be disapplied.
- After an extended absence, disapplying some curriculum requirements may be appropriate to enable the pupil to adjust to full-time education.
- The continuity of the curriculum should allow pupils who change schools, even frequently, to be readily integrated into a new school. Students arriving from other schools or authorities should not normally need a period of disapplication.

16.1 Disapplication refers to: All or part of the Curriculum, All or parts of programmes of study, All or part of assessment arrangements;

- At both KS3 & 4
- For a temporary period
- For specific purposes
- Through an SEN Record of Need
- To enable curriculum development or experimentation
- To allow students with individual strengths to emphasise a particular curriculum area
- To allow students making significantly less progress than other students of his / her age to consolidate learning and progress.

17. Temporary Disapplication

Students may be temporarily disapplied if there is:

- a need to develop language skills or need to adjust to different learning demands having arrived from another country;
- a physical, emotional or temporary difficulty which may resolve itself; □ a Record of Need being drawn up.

18. Reasons for disapplication

18.1 Language difficulties: If a student arrives from another country and needs time to develop English language skills or to adjust to new learning demands. It may also be a student with EAL who has been assessed as having low academic potential. In this case English is likely to be their Modern Foreign Language.

18.2 Communication Difficulties: A student who has difficulties with communication skills may require a reduced timetable to address these needs.

18.3 Learning difficulties: Following assessment, a student may require extra support to address literacy needs and learning difficulties e.g. a students with Specific Learning Difficulties (Dyslexia, Dyspraxia) may be disapplied.

18.4 Reintegration: On joining or re-joining the school the student may need time to adjust having been in hospital, educated at home, or excluded from school.

- 18.5 Social, Emotional Behavioural Difficulties: A student with SEBD may require a temporary reduced curriculum to access support to address needs.
- 18.6 In the last year of a key stage and needing to concentrate on particular aspects of the curriculum in order to secure his/her successful transition to the next key stage.
- 18.7 Student who has attendance difficulties over a significant period and needing a different context for learning to re-engage him/her and provide an opportunity for success.

19. Disapplication is not necessary if:

- Student is absent because of illness, holidays or other reasons beyond the Principal's control;
- Student is excluded;
- Student is in the last 2 terms of KS4 and a decision has been made not to enter a student for the GCSE examination. In this case the student remains the responsibility of the subject teacher. Provision should be made either for the student to continue to follow the programme or to undertake their own private study within the relevant subject classroom;
- It is felt appropriate to meet a student's needs by concentrating, perhaps for several weeks, on areas of particular weakness, while setting other study requirements aside.

20. Assessment

- Students should be identified through the school's normal Student Support referral and the relevant form should be completed.
- Parents should be consulted regarding any proposed disapplication whether temporary or permanent.
- Learning needs staff collate the evidence and forward the disapplication documents to the Principal for confirmation that disapplication has been agreed.
- Changes to the curriculum should be confirmed to the parents, in writing.
- Students on a temporary disapplication should be monitored at regular intervals by the Head of House.

21. Disapplication Details

- The aspect / aspects to be disapplied.
- Details of why disapplication is necessary.
- The alternative provision being made for the student.
- The start date and finish date.
- Details of any finite circumstances.
- Where a temporary disapplication has been made, details of any transfer arrangements and support needed to enable a student to return to the full curriculum.

22. Related policies

See related documentation including:

- National Curriculum
- SEN Code of Practice
- Special Educational Needs Policy
- Policy for Gifted and Talented Pupils
- Equal Opportunities and Dignity at Work Policy
- Anti-Bullying Policy