

Eltham Hill School



Eltham Hill
SCHOOL

CONTROLLED ASSESSMENT POLICY

Governors Committee: Teaching & Innovation

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Date of next review: September 2017

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Controlled assessment is an integral and important part of the GCSE courses that students undertake in year 10 and 11. It constitutes varying proportions of the marks in different subjects and is vital for studies to gain success in external examinations at the end of KS4.

Definitions

Controlled assessment is defined as work assigned to and completed by a student during a course of study. It makes up a proportion of the students final grade at the end of the course. It is designed to measure skills that are not effectively assessed by external assessment.

External dependencies

Controlled assessment forms an element of the assessment procedures of both the internal and external examination system of students and as such is subject to regulation by the relevant examining body and JCQ.

Controlled Assessment scheduling

It will not be possible to ensure that students are not undertaking more than one piece of controlled assessment at once and therefore students may be under considerable pressure at certain points during their courses with controlled assessment preparation and deadlines. Therefore the school will:

- Ensure that a controlled assessment calendar is produced and published every year in order to provide a structured guide for students and parents/guardians as to when controlled assessment will be happening during the academic year.
- Ensure that students are supported and appropriately paced throughout their controlled assessments (as far as is possible).
- Ensure that students are supported through the tutorial system with the recording and management of controlled assessment deadlines and preparation pressures.
- Provide catch up sessions for students who miss a controlled assessment session when initially scheduled.

The schools responsibilities are:

- Ensure that all students have equal access to everything they need to complete their controlled assessments in a fair way.
- Ensure that an effective communications strategy is in place to make sure that parents are fully informed about their child's preparation and progress in controlled assessments in alignment with the whole school policy on reporting.
- Ensure that each academic subject develops, maintains and implements its own internal assessment procedures in line with the whole school

policy for assessment and recording internal assessment and these to be evidenced in ongoing subject practice.

The subject departments' responsibilities are:

- Ensure that the assessment procedures are in accordance with the examination board's policy and is implemented fully in practice.
- Ensure that deadlines are clear, realistic, agreed and shared with department teaching staff, other school staff with interest (Key Stage Year Leader, Pastoral Team etc.), students, and parents/carers as appropriate.
- Ensure that the procedures for controlled assessment taking are published and understood by subject staff.
- Ensure that all teacher feedback refers to published mark schemes and guidelines.
- Keep records of controlled assessment preparation and task taking is maintained and up to date.
- Ensure that all staff in the department area follow the same procedures.

Individual subject teachers' responsibilities:

Each individual subject teacher is responsible under the guidance of the Lead Practitioner, for the implementation of external and internal assessment of classes allocated to them in the relevant academic year. Classroom teachers will be supported in all of these activities by the management structure of the school and specifically their Lead Practitioner/POD Leaders. Therefore class teachers are required to:

- Understand the scheduling of controlled assessment in their subject.
- Ensure that students are fully aware of the implications of controlled assessment and the procedures for task marking, internal standardisation and external moderation.
- Understand the application of task setting, task taking and task marking as relevant to the examination body of the course their classes are undertaking.
- Ensure students are fully aware of controlled assessment requirements by giving them the task requirements, course specification and marking criteria in advance of the task being taken.

Disciplinary procedures for academic misconduct

Academic misconduct can be defined as any attempt by a student to gain an unfair advantage in either internal or external assessments. Academic misconduct is widely recognised to be (but may not be limited to):

Copying: An imitation or reproduction of another students work.

Plagiarism: The reproduction of another person's work, which may have been copied from a book or downloaded from the internet and not duly acknowledged.

Collusion: A secret agreement between students to gain advantage during controlled assessment.

Bribery/attempting to bribe: Attempting to bribe a teacher for the answers to a controlled assessment or for their assistance during the assessment.

Impersonation: One student taking a controlled assessment on behalf of another in order to gain advantage.

Falsifying/fabricating data: Students 'making up' data on which a controlled assessment is based which they were supposed to have collected.

Any other attempt to deceive the school and examination body in order to gain a mark we they would not have achieved without the deception.

In the case of suspected academic misconduct the case will be dealt with in line with the schools policy.

Ownership of Controlled Assessment

Any piece of controlled assessment created by a student remains under the ownership of the school and once submitted will be securely stored by the school until it has no further value as examination materials.

The examination board will request samples of students work to assess the internal marking of student work, in these circumstances any work sent to the board under this process may be retained by the examination board and used by them for training purposes.

It is strongly recommended that students keep a copy of controlled assessment or ask for a photocopy once the work has been marked for their own records.

Lead Practitioners may make their own arrangements to return work to students once it has no further value to the school.

Appeals procedure

They may be circumstances when a student feels that their work has not been treated fairly and therefore all students may submit an internal appeal to examine whether the work was treated in accordance with the policies and procedures laid down by the school and the examination bodies. The procedure is below:

- The appeal must be submitted to the Principal in writing at least 4 weeks before the last exam in the series in which the controlled assessment was submitted.
- The Principal will investigate any breaches to the schools controlled assessment, internal assessment or marking policies. This will include consideration of the examination body's procedures.
- This investigation will take place before the final examination in the series has been completed.

- The outcome of the investigation will determine whether the appeal will be successful and requires escalation or is rejected.