



WELLINGTON COLLEGE BELFAST

**Public Examinations and External
Assessment Guidance**

Reviewed by The Board of Governors September October 2019

Controlled Assessment Guidance (Learning & Teaching)

1. Introduction

The SLT will operate the following guidance in line with the guidance issued by JCQ and all Exam Boards. This guidance will be kept under review on in line with updates from JCQ and all Exam Boards.

1.1 Senior leadership team

- Support with mapping overall resource management requirements for the 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

1.2 Assessment Co-ordinator

- 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. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Provide SLT with a calendar of events.
- Ensure staff are kept informed of developments and demands of controlled assessment/coursework.
- Report latest controlled assessment developments to SMT when relevant.
- Oversee and manage the collection of controlled assessment to external Exam Boards.
- Prepare and carry out an audit of the storage arrangements for Controlled Assessment.
- Monitor, evaluate and be accountable for the quality and organisation of Controlled Assessment administration in Wellington College Belfast.

1.3 Heads of Department/Teacher in charge

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that an appropriate amount of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardize internally 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.

1.4. Teaching staff

- 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 office 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). Undertake the tasks required under 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.

1.5 Exams Office staff

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- 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.
- 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 senior leadership team.

Special educational needs coordinator/additional learning support

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

2. Controlled Assessment Deadlines / Assessment Calendar

2.1 Whole School Deadline

- The College will operate an aspirational Whole School Deadline, to the fullest extent possible, for the completion of Controlled Assessment. This will normally take place early in March of Year 12.

2.2 Departmental Deadlines

- Departments have the discretion to set internal deadlines for the completion of Controlled Assessment that are reasonable and flexible, provided all Controlled Assessment is completed in line with the Whole School Deadline and any deadlines set by Exam Boards.

2.3 External Deadline

- Controlled Assessments and all associated paperwork should be ready for dispatch to the relevant external Exam Boards in advance of the published collection deadline.
- The Assessment Co-ordinator will organise the collection and dispatch of all necessary Controlled Assessment samples and associated documentation.

2.4 Assessment Calendar

- Staff will be made aware of important Controlled Assessment deadlines through a dedicated assessment calendar.

3.0 Controlled Assessment Procedures

3.1 Planned Withdrawal from Class

- As far as possible, when a staff member is carrying out a Controlled Assessment planning for this will take place in advance, and the Assessment Co-ordinator notified.
- When this requires withdrawal from class, notice will be given to the whole staff to allow planning to take place around this.
- When the Controlled Assessment for a specification requires planned withdrawal from class, department should, as far as possible make the Assessment Co-ordinator and SMT aware of this at the start of an academic year to allow it to be added to the Assessment Calendar.

3.2 Carrying out Controlled Assessment

- Controlled Assessments should be carried out in line with the guidance given by JCQ (<http://www.jcq.org.uk/exams-office/controlled-assessments> - for details), and within the specification for each subject.
- While it is recognised that some variation will naturally take place, staff should ensure that Controlled Assessments are carried out in such a way to prevent claims of unfair behaviour.
- Controlled Assessments should be carried out in line with the Access Arrangements put in place by the SENCO for pupils with special educational needs.

3.3 Storage of Controlled Assessment

- Departments should ensure that appropriate arrangements are made for the secure storage of Controlled Assessment during, and after the assessment has taken place. Heads of Department should be aware of the storage arrangements for Controlled Assessment if a central storage location is not used.
- An audit of storage arrangements will be prepared and carried out by the Assessment Co-ordinator on an annual basis.

3.4 Authentication of Pupil Work

- Teachers and Heads of Department are responsible for ensuring that Controlled Assessments are carried out correctly and that the authenticity of each pupil's work is correctly checked.
- Departments should ensure that appropriate Exam Board documentation is completed for authentication and samples of this are passed to the Assessment Co-ordinator when needed.

3.5 Submission of Controlled Assessment Marks

- Submission of Controlled Assessment marks should be completed in a timely manner, in line with the published deadlines set by external Exam Boards, and in a manner in line with guidance issued by the Exam Boards.
- When necessary, the e-CRS system should be used in line with guidance issued by the Exam Board.

3.6 Absent pupils – catch up of Controlled Assessment

- Staff must ensure that pupils who are absent when a Controlled Assessment is taken catch up at an appropriate time.
- Staff must ensure that this catch up Assessment takes place under the same appropriate conditions as the original Assessment.
- Staff should make line managers aware of pupils missing work due to long term absence, and liaise with the appropriate people to ensure that this is completed.

4.0 Appeals Procedure

4.1 It is the policy of the College that teachers' assessment of work for external assessment should be carried out according to due process. This is set out in more details in the *WCB Appeals Procedure* (Appendix 1). The principles are indicated below.

4.1.1 Wellington College Belfast is committed to ensuring that whenever its staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned.

4.1.2 Assessments should be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity.

4.1.3 Students' work should be produced and authenticated according the requirements of the examinations board.

4.1.4 Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

4.1.5 If a student has reason to believe that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure.

4.1.6 After work has been assessed internally it is moderated by the awarding body (examinations board) to ensure consistency between centres.

4.1.7 Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of Wellington College and is not covered by this procedure. If a student has concerns about this aspect of the assessment process, s/he should discuss the matter with a Vice Principal, from whom s/he may obtain a copy of the appeals procedure of the relevant examinations board.

Public Exams Guidance (Learning & Teaching)

1. Aims

The SLT ensure that:

- 1.1 all pupils achieve their full academic potential;
- 1.2 all pupils are entered for public examinations at a level and time appropriate to their ability;
- 1.4 all pupils are targeted to achieve a minimum of a grade B in subjects taken at GCSE;
- 1.5 all pupils are targeted to achieve a minimum of grade C in subjects taken at GCE A level.

2. Modular Entry

- 2.1 A pupil will be entered for a modular examination when it is judged by the relevant Department that the pupil is properly prepared and that there is likely to be a successful outcome.

3. Fees

- 3.1 A pupil will be funded by the College for one entry per subject at any one level
- 3.2 Where a subject is examined in modules the College will fund one entry per module.
- 3.3 A pupil will be funded for entry to public examinations on the professional advice of relevant subject teachers and at a level and time which will be most advantageous to the pupil.
- 3.4 A pupil will not be funded for entry to a public examination, outside the Statutory Curriculum, or will be withdrawn from entry if the pupil has failed to:
 - present coursework/controlled assessments by the date required to allow marking and standardization.

- present coursework/controlled assessment of a standard which will permit the pupil to obtain grade C at GCSE or grade E at GCE A level.
- 3.5 Pupils who fail to attend all the relevant papers for a public examination will in the absence of a valid reason be liable for the examination fees incurred by the College.
- 3.6 Any fees incurred by the College in withdrawing a pupil from a public examination will be the responsibility of the pupil and his/her parents.

4. Course Viability

All non-statutory GCSE and GCE A level courses will be offered provided class sizes are viable.

5. Storage, Accessing, Return and Removal of Pupils Work

HOD should put in place procedures within their subjects areas to enable:

- 5.1 All pupil work to be safely and securely stored at all times.
- 5.2 Access to pupils work within each Department where deemed appropriate.
- 5.3 Audit trails for pupils work particularly Teacher Assessed Components for External Examinations.
- 5.4 Return of pupil work, particularly coursework related to external examinations, should be recorded and where possible pupils should sign as proof that their work has been returned
- 5.5 If pupils do not collect work from the College by the deadlines* set by the Heads of Departments they should be **issued with a written reminder and notified of a date** by which the work, if not collected will be destroyed.
- 5.6 Notification to pupils may be done orally in the first instance to pupils still enrolled, written to those who have left.

*The deadline for collection will be directly related to the Appeals Procedure for any work related to external examinations, usually after the 31st October in any Academic Year.

- 5.7 The disposal of work not collected should be through security bags available by order from the office or by shredding.

Reporting & Assessment

WCB GCSE Controlled Assessment Guidance - Formal supervision.

This should be read in conjunction with the CCEA Controlled Assessment Guide.

Questions and Guidance:

Q: Do candidates have to complete their work in one sitting?

- WCB – Guidance is that students do not complete their work in one sitting.

Q: When does formal supervision occur?

CCEA: Formal supervision usually happens during the final stages of the work when candidates write up the results of preparatory work or research and present outcomes for assessment

- WCB – Guidance is that the formal supervision of the assessment occurs only when students are fully prepared to take the assessment.

Q: Can candidates draft and redraft their work?

CCEA: When drafting is not one of the skills being assessed, teachers may review candidates' work and may provide advice at a general level. Teachers must not provide detailed and specific advice on how drafts could be improved to meet assessment criteria.

- WCB – Guidance is that teachers review candidates' work and draw up a list of general points of advice between each sitting of the formal supervision stages of controlled assessment

Q: If a candidate wants to re-sit a controlled assessment unit what are the regulations?

CCEA: Candidates who wish to re-do a controlled assessment unit before the marks have been submitted can do so as long as they do a different task and the work is undertaken in a new period of formal supervision.

- WCB – Guidance is that students who have not achieved a high enough mark in their controlled assessment to secure a pass at GCSE are required to re-sit the controlled assessment unit as above.

Marking and feedback to students

WCB – Guidance is that students should receive feedback and mark within an appropriate period of time after the submission date (guidance - within two weeks). Internal standardisation may not be possible within this timeframe so students should be made aware that their mark is subject to change.

Appendix 1

Internal Appeals Policy

Wellington College is committed to ensuring that whenever its staff mark candidates' work 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, understanding and skill, and who have been trained in this activity. Wellington College 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.

1. Wellington College will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Wellington College will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Wellington College will, having received a request for materials, promptly make them available to the candidate, either originals viewed under supervised conditions or copies.
4. Wellington College will provide candidates with sufficient time, normally at least five working days, in order to allow them to review copies of materials and reach a decision.
5. Wellington College will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing. See AP1 Form.
6. Wellington College will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Wellington College will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.

8. Wellington College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Wellington College will inform the candidate in writing of the outcome of the review of the centre's marking. See AP2 Form.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Further guidance to inform and implement appeals procedures:

- ▶ General Regulations for Approved Centres <https://www.icq.org.uk/exams-office/general-regulations>
- ▶ Post-Results Services <https://www.icq.org.uk/exams-office/post-results-services>
- ▶ JCQ Appeals Booklet <https://www.icq.org.uk/exams-office/appeals>
- ▶ Notice to Centres - Reviews of marking (centre assessed marks) <https://www.icq.org.uk/exams-office/coursework> <https://www.icq.org.uk/exams-office/non-examination-assessments>
- ▶ Notice to Centres – informing candidates of their centre assessed marks <https://www.icq.org.uk/exams-office/non-examination-assessments>