



# HORNBEAM ACADEMY TRUST

## Examination Controlled Assessments Staff Responsibilities

<b>Adopted by</b>	Hornbeam Academy Trust
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<b>Signed by Chair of HAT or CEO</b>	Gary Pocock

## GCSE controlled assessments

### Outlining staff responsibilities (editable example document)

The purpose of the editable example document that follows (see pages 2 and 3) is to help exams office staff identify their responsibilities in planning and managing GCSE controlled assessments alongside other colleagues.

It shows how responsibilities might be allocated to colleagues such as teachers and the senior leadership team.

### Using the example document

Centres may choose to divide responsibilities in the ways suggested. Equally, they may find an entirely different way of working that is more appropriate for their needs. What is important is that there is a timely allocation of responsibilities.

Centres adapting this example document for their own requirements **must** ensure that:

- new versions are reviewed and approved by appropriate members of the senior leadership team; **and**
- they are fit for purpose **and** compatible with the existing policies and procedures of the centre.

**Please note that this guidance is not part of the example document and must not be altered.**

### Outlining staff responsibilities - GCSE controlled assessments

#### SENIOR LEADERSHIP TEAM

- 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 are spread throughout the academic years of Key Stage 4.)
- 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.

#### HEADS OF DEPARTMENT/FACULTY

- Decide on the awarding body and specification for a particular GCSE.
- 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.

#### 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.
- 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 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 (SENCo) for any assistance required for the administration and management of access arrangements.

#### EXAMS OFFICE STAFF

- 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 marksheets for teaching staff to use.

- **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/ADDITIONAL LEARNING SUPPORT

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