



## ST MARY'S HIGH SCHOOL, NEWRY

### Controlled/Internal Assessment Policy

Revised June 2018

Controlled/Internal Assessments form an important element of assessment in many subjects at Key Stage 4 and are used to assess those aspects of a subject which cannot be readily assessed by external examinations. Different subjects require different levels of Controlled/Internal Assessment.

### Stages and Levels of Control:

There are three stages in Controlled/Internal Assessments;

1. **Task Setting**

Depending on the subject, tasks may be set by the centre or the awarding body. In some subjects, the awarding body sets the task, but the centre may be able to select from a number of comparable examples or adopt a task to its own circumstances. For other subjects, centres can set the task with guidance from the awarding body.

2. **Task Taking**

There may be different stages to the tasks with separate level of control. For a research stage students may be able to work unsupervised outside the classroom, an analysis stage may require informal supervision and a final stage of writing up the findings and conclusions is likely to take place in a supervised classroom environment.

3. **Task Marking**

Students' work is usually internally marked by the class teacher according to the marks scheme and criteria provided by the examination board before internal standardisation and external moderation takes place. In a small number of cases the awarding body will mark the Controlled/Internal Assessment.

The level of control for each stage of assessment is specified as;

- high; - similar to examination conditions
- medium; and
- low/limited

Controlled/Internal Assessment regulations set out the level of control at each process for individual subjects. The aim is to address issues of authenticity, plagiarism and comparability of process and demand across specifications in the same subject offered by different awarding bodies. The level of control determines who sets the assessment, the conditions for carrying out the assessment and who marks the work. Within any subject, varying levels of control are likely to be required across the three processes.

### **Internal Verification**

Effective internal verification ensures that the standard of assessment remains consistent over time and that there is consistency and standardisation in the assessment decisions made by different assessors. This in turn ensures that learners are treated fairly and equally in the assessment of their work.

The school will:

- Appoint internal verifiers who are sufficiently qualified and experienced to undertake the role
- Provide training and/or support to enable them to complete their work effectively
- Ensure the model of internal verification applied and sampling strategy adopted are appropriate for the context and circumstances
- Ensure that internal moderation is planned prior to a course commencing
- Ensure that we keep accurate internal moderation records
- Ensure all necessary departments have an Internal Verification Plan and necessary records are maintained (IC Plans, IV Reports and any Appeals Documentation)

The purpose of our internal verification procedures is to:

- evaluate assessment practices and decisions
- ensure the validity of assessment decisions,
- ensure the standardization of assessment decisions, and
- Identify good practice and areas for improvement

## **Roles and Responsibilities:**

### **Senior Leadership Team**

- Establish, monitor and review the Centre's Policy for Controlled/Internal /Internal Assessment
- Ensure that all staff understand their roles and responsibilities in relation to the effective implementation on Controlled/Internal Assessments
- Ensures that each department carries out Controlled/Internal Assessments in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);
- Map Controlled/Internal Assessments across subject areas.

### **Heads of Department**

- Decide the best timing of Controlled/Internal Assessments to meet the requirements of terminal assessments. High level of control tasks are completed during supervised class time.
- Ensure the safe and secure conduct of Controlled/Internal assessment in their subject and comply with JCQ guidelines and awarding bodies' subject-specific instructions;
- Ensure that 40% of overall assessment (Controlled/Internal and/or external assessment) is taken in the exam series in which the qualification is certificated;
- All teachers in their department are aware of their roles and responsibilities in relation to the effective implementation of Controlled/Internal Assessments for their subject - for example through department meetings.
- Schemes of Learning are inclusive of Controlled/Internal Assessment
- Consult with the SENCO to arrange additional support for candidates on the special needs register
- Ensure contingency arrangements are in place for the event of absences by candidates – for example a second, alternative date
- All confidential materials, together with the work produced by the candidates, are stored securely at all times.
- Ensure all work is correctly internally standardised

- There are clear procedures and good practice within the department on the carrying out of Controlled/Internal Assessment in accordance with JCQ requirements and appropriate staff training takes place when needed.

### **Subject Teachers**

- Comply with the general guidelines contained in the JCQ publication *“Instructions for conducting Controlled/Internal assessments”*;
- Understand and comply with the awarding body specification for conducting Controlled/Internal assessments, including any subject-specific instructions, teachers’ notes or additional information on the awarding body’s website;
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times;
- Supervise assessments (**at the specified level of control**) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows; Teaching staff must keep a log in their teacher’s diary including
  - The date and time of each assessment together with its title;
  - The name of the supervising teacher;
  - A list of any absent candidates;
  - A log of any incidents which occurred during the assessment
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment;
- Provide opportunities for absent students to sit Controlled/Internal Assessments, in accordance with Departmental Procedures.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to the Head of Department at the date required, keeping a record of the marks awarded;
- 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.
- At the start of a formal session of Controlled/Internal Assessment candidates will be reminded of exam procedures.

- Explain the JCQ *Notice to Candidates* (for Controlled/Internal assessments) at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.
- On the few occasions where Controlled/Internal assessment cannot be conducted in the classroom arrange suitable accommodation where Controlled/Internal assessment can be carried out.
- In the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices;

### **Examinations Officer**

- Enter students for individual units, whether assessed by Controlled/Internal assessment, external exam before the deadline for final entries; as advised by class teachers / Heads of Departments.
- Enter students' 'cash-in' codes for the terminal exam series;
- Take responsibility for receipt, safe storage and safe transmission, whether in CD, digital or hard copy format;
- Distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines;

### **SENCO**

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

### **Student Malpractice:**

- If an irregularity is discovered (with supporting evidence) by the class teacher prior to the candidate signing the declaration of authentication form and submission of work, the class teacher will give the student(s) an opportunity to make their work their own that will allow the teacher to authenticate the work as being the student own original submission
- If an irregularity is identified (with supporting evidence) after the candidate has signed the declaration of authentication and the work is submitted, the class teacher will inform the Head of Department and Head of Centre. The Head of Centre will submit full details of the case to the relevant awarding body at the earliest opportunity;
- All irregularities will be responded to speedily and openly, this is in the best interests of centre staff, candidates and any others involved.

### **Teacher Malpractice:**

- The Principal/Vice Principal will carry out an investigation where it is evident that a teacher has not adhered to the guidelines contained within each specification.
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

### **Related School Policies:**

This policy is set within the broader school context and as such should be implemented in conjunction with the following school policies:

- ✚ Examinations Policy
- ✚ Examination Appeals Policy

### **Dissemination of the Policy:**

Examination Policies are available on the school's website

### **Monitoring, Evaluation and Review**

The Head of Centre/Quality Nominee, Mr Fitzpatrick is responsible for monitoring, evaluating and reviewing the implementation of the Controlled/Internal Assessment Policy to ensure:

- ✚ the effective implementation of this policy;
- ✚ that the policy is updated in light of new developments/requirements from examination bodies
- ✚ the implementation of the policy is reviewed and advise the Principal and SLT on a regular basis.