the GREENROOM school

Non-Examination Assessment Policy

The Green Room Foundation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SENCO - Tom Tilbury
Exams Officer - Angel Allen

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
December 2015	December 2016	October 2016	2	October 2017
		January 2017	3	January 2018
		October 2018	4	October 2019
		November 2019	5	November 2020

Introduction

The Green Room Foundation recognises its responsibilities for controlled assessments as part of the GCSE specifications, to ensure that the planning and management of the assessments are conducted efficiently and in the best interests of the candidates

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.

- In the summer term, begin coordinating with teaching staff to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic Years of Key Stage 4 or as appropriate for GCSE courses studied in other Years).

- Map 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.

- Head of School and teachers decide on the awarding body and specification for a particular GCSE.

- Supply to the Exams Officer details of all unit codes for controlled assessments.

- Standardise 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 contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

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.

• 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 pupils 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 for any assistance required for the administration and management of access arrangements.

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 marksheets for teaching staff to use, and collect and send marksheets 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

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

This policy is approved by the Co-CEO of The Green Room Foundation

Date_____

Co-CEO_____

Risk Management Process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Head of School and Teachers
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	Head of School and Teachers
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Head of School and Teachers
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Head of School and Teachers
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment.	Head of School and Teachers
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Head of School and Teachers
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Head of School and Teachers

Validity of Assessment	Check test validity date	Make sure task is still valid for the year of entry of the unit	Head of School and Teachers
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Head of School and Teachers
Candidates have scheduling clash for exams or assessment	Always consider the candidate timetables well ahead and decide on priorities in advance of scheduling clashes.	Check before booking the date; provide an alternative date, where necessary and consult with awarding body procedures for dealing with timetabling clashes.	Exams Officer
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Head of School and Teachers
Supervision			
Student study diary/ plan not provided or completed. (Not all GCSE controlled assessments will require the completion of a study diary or study plans)	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Head of School and Teachers
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Head of School and Teachers
A suitable supervisor has not been arranged for an assessment where teaching staff are **not** supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Head of School

Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification (All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.)	Seek guidance from the awarding body	Head of School and Teachers,
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Head of School and Teachers
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Head of School Teachers and Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Head of School and Teachers

Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Head of School and Teachers

Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/ paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Head of School
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Head of School and Teachers,
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Head of School
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Head of School
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Head of School and Teachers