



Controlled Assessment, PSA & Non-Exam Assessment Policy

Coordinator	Charlotte Williams
Review Frequency	3 years
Policy First Issued	March 2017
Last Reviewed	May 2023
Date policy considered by External HR Consultant	N/A
Date policy considered by External Solicitor	N/A
Agreed by LT on	9 th May 2023
Does this policy need to be agreed by Trustees? If yes, which committee?	No
Agreed by Trustees on	N/A
This policy is communicated by the following means:	
Trustees	Trustee consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on SharePoint
Parents	Academy website
Students	In lessons

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1. Rationale

The academy is committed to the safe and secure conduct of controlled assessments, Pearson's Self Assessment and non-exam assessments (NEA) in the best interests of students and with clear guidelines for all relevant staff.

The purpose of this Controlled Assessment, PSA & NEA policy is:

- To ensure the planning and management of the Controlled Assessment, PSA or NEA is conducted efficiently and in the best interest of candidates.
- To ensure there are clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's controlled assessment or NEA processes to read, understand and implement this policy.

1.1 Definitions used in this policy

NEA

Any GCSE and A Level assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified by the Joint Council for Qualifications (JCQ) as non-examination assessment (NEA). NEA therefore includes all work that is internally-assessed, as well as any that is internally-supervised but externally-assessed. It encompasses a number of forms of assessment, including written coursework, practical project work, investigations, performances, and spoken assessment; it also includes the practical skills endorsement element of the A Level Sciences.

Controlled Assessment

Controlled assessment is a form of internal assessment which replaces GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment task set in accordance with their exam specification. Controlled assessment applies control over internal assessment at three points: task setting, task taking and task marking. Three levels of control apply – high, medium and low.

PSA

A PSA is a Pearson Set Assignment. This is a summative assessment set by Pearson that assesses learner performance in internally assessed components.

Throughout this policy, the term 'parent' refers to any adult with parental responsibility.



2. Policy Statement

- All controlled assessments, PSAs and NEA will comply with JCQ guidelines contained in the documents 'Instructions for Conducting Controlled Assessments' and 'Instructions for Conducting Non-Exam Assessments' and the 'Centre guide for Quality Assurance of BTEC/Technical Awards.'
- All controlled assessments, PSAs & NEA will also adhere to awarding bodies' subject-specific guidelines.
- Every student will be directed to a copy of the relevant JCQ 'Notice to Candidates' before undertaking their first controlled assessment, PSA or NEA on the school website.
- As far as is possible, the Head of Centre will ensure that controlled assessments, PSA and NEA are spread throughout the duration of the course in the interests of students' workload and resource management, especially with regard to the use of ICT facilities.
- The academy will ensure that access arrangements and special consideration guidelines are adhered to in relation to controlled assessments, PSA and NEA as they are with regard to formal written examinations.

3. Staff Roles & Responsibilities

3.1 The Leadership Team:

- are accountable for the safe and secure conduct of controlled assessments, NEAs and PSAs.
- Wherever possible staff will coordinate timelines between faculties to ensure they are manageable for students
- must ensure that assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- in the summer term prior to the start of each academic year, begin co-ordinating with heads of faculty/subject to schedule controlled assessments.
- map overall resource management requirements for the year, including identifying and addressing clashes/problems over the timing or operation of controlled assessments and issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- update an internal appeals policy for controlled assessments.
- support staff that are delivering controlled assessments, PSAs and NEAs

3.2 Heads of Faculty/Subject will:

- decide on the specification to be followed, in consultation with subject leaders and the Headteacher.
- ensure that they and individual teachers for whom they have responsibility are aware of and comply with all relevant guidelines from JCQ and awarding bodies.
- ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the



qualification is certificated.

- standardise the marking of all teachers involved in assessing an internally assessed component.
- where appropriate, develop new assessment tasks or contextualise sample assessment tasks to meet local conditions.
- supply to the Examinations Officer in good time all requested details concerning unit codes, entries and marks.
- obtain secure 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.
- ensure that students and supervising teachers sign authentication forms on completion of the assessment.
- monitor the completion and marking of controlled assessments, PSAs and NEA by subject teachers within their area of responsibility.
- to store controlled assessments, PSAs and NEA between lessons as required when necessary.
- post completion, retain candidates' work securely in a locked store or cupboard (for hard copies) or on a secure area of the academy network which is subject to regular back-up for electronic copies until after the closing date for enquiries about results. If such an enquiry is submitted, retain candidates' work securely until the outcome of that enquiry and any subsequent appeal has been conveyed to the centre.
- ensure that PSAs are conducted within the set timeframe.
- assess whether resubmissions or resits are appropriate for individual students in conjunction with subject staff where possible
- Being aware of changes to specifications, and responsible for implementing changes in SOLs etc to cater for any changes

3.2 Teaching Staff

Teaching staff will:

- understand and comply with the general guidelines contained in the JCQ publications 'Instructions for conducting controlled assessments' and 'Instructions for conducting non-exam assessments'.
- understand and comply with the awarding body's subject specific requirements for conducting controlled assessments, PSAs and NEA.
- 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.
- ensure that they and their students sign authentication forms on completion of an assessment.
- mark internally assessed components within a reasonable period of time following completion using the mark scheme provided by the awarding body and submit marks when required to the Examinations Office, keeping a record of the marks awarded.
- consult with the SENDCO for any assistance required for the administration and management of access arrangements.



- retain candidates' work securely between assessment sessions where more than one such session is required.
- inform students of their marks and their right to appeal.
- Prepare students for PSAs
- Communicate with parents to ensure they are aware of the PSA assessment periods.
- Ensure that students are given feedback on their PSA submission and, where necessary, are given time to improve their work (up to approximately the time originally given to the student to complete the PSA).
- Mark and assess PSAs
- Prepare any sample materials requested by the examination board

3.3 The SENDCO

The SENDCo will:

- ensure access arrangements have been applied for where necessary.
- work with teaching staff to ensure faculty requests for additional student support are met.
- liaise with teaching staff and the Examinations Officer to ensure appropriate accommodation and facilities are available for students with access arrangements.

3.4 Examinations Officer

The Examinations Officer will:

- enter students for individual units as requested by teaching staff before the entry deadline.
- enter students' 'cash-in' codes for the terminal examination series.
- be responsible for the receipt, safe storage and transmission to teaching staff of confidential materials received directly by the Examinations Office.
- download and distribute marksheets as required and collect and send completed marksheets to awarding bodies before deadlines.
- assist departments to find suitable accommodation for controlled assessments.
- ensure timely registration and entry for PSAs
- upload marks for the PSAs into the appropriate portal

4. Monitoring, Evaluation and Review:

This policy will be monitored by the Examinations Officer and evaluated and reviewed every three years by the Headteacher and Board of Trustees.

5. Other relevant policies:

Policy 20 - Examinations

Policy 27 – Access arrangements

Policy 41 – Exam Contingency policy

Appendix 1 – Risk management process

Risks & Issues	Remedial action – Forward Planning	Remedial action - Action	Staff
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	SLT/Subject Leaders
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	HoF/Subject Leaders
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment or NEA	Use more than one classroom or multiple sittings where necessary	HoF/ Subject Leaders/ Exams Officer
Insufficient facilities for all candidates – to be considered during Guided Preferences and KS5 enrolment	Careful planning ahead and booking of rooms / centre facilities		HoF/ Subject Leaders/ Exams Officer/ IT Dept
Downloading awarding body set tasks			
IT system unavailable on day of assessment (eg cyber attack)	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	Subject Leaders/IT Dept/Exams Officer
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	Subject Leaders/Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Subject Leaders/ Exams Officer
Validity of assessment	Check task validity date	Ensure task is still valid for year of entry of unit	HoF/Subject Leaders
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoF/Subject Leaders
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes. N.B. retakes of controlled assessment are limited	HoF/Subject Leaders/Exams Officer



Risks & Issues	Remedial action – Forward Planning	Remedial action - Action	Staff
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HoF/Subject Leaders/Exams Officer
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	HoF/Subject Leaders /Teaching staff
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision	Seek support from other centres	SLT/HoF/Subject Leaders/Teaching staff/Exams Officer
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		HoF/Subject leaders/Cover supervisor
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HoF/ Subject Leaders/ SLT/Exams Officer
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoF/ Subject Leaders/ SLT/Exams Officer
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HoF/Subject Leaders
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HoF/Subject Leaders
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HoF/Subject Leaders

* Not all controlled assessment, PSAs or NEA whether for the Diploma or GCSEs will require the completion of a study diary or study plans

** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

Risks & Issues	Remedial action – Forward Planning	Remedial action - Action	Staff
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HoF/Subject Leaders/Exams Officer
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HoF/Subject Leaders/Exams Officer
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject Leaders/Teaching staff
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Subject Leaders/Teaching staff
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoF/Subject Leaders/Teaching staff
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoF/Subject Leaders



Risks & Issues	Remedial action – Forward Planning	Remedial action - Action	Staff
<p>IT</p> <p>IT network unavailable due to Ransomware Cyberattack – Staff and Students cannot login, entire IT network compromised.</p>	<p>Determine the software platforms for exams such as for e.g., Microsoft Word or other software. Determine how exam content will be saved.</p> <p>If 1 & 2 cannot be provisioned, then contact other local academies or Hackney education trust for possible locations in booking IT suites for exams.</p>	<ol style="list-style-type: none"> 1. Proceed to step 2 if local PC access is working. If this is not the case then IT Support can rebuild each PC with a USB so that it becomes a standalone PC isolated from the main IT network. As this work is time consuming (1-2 days), it will be a last resort if other plans are not in place. This procedure can only be carried out in N14/15 IT suite PCs. Once the PCs are ready install copy of Office onto each PC. 2. Isolate the IT suites so that PCs can login locally without Internet access. The PCs can then be used for exams on Microsoft Word or other software depending on its functions to allow local files to be saved. 3. Exam content can be saved locally to the PCs internal drive and then copied by a member of staff to a USB stick when exam is complete. 	<p>Exams & Data Manager Curriculum Leaders IT Network Manager</p>
<p>IT network unavailable due to a Ransomware Cyberattack – Staff and Students cannot login, entire IT network compromised.</p>	<p>Download tasks ahead of examination date.</p> <p>Check with IT support on action points 1 & 2 at least 3 days before the examination.</p> <p>If 1 & 2 cannot be provisioned, then contact other local academies or Hackney education trust for possible locations in booking IT suites for exams.</p>	<ol style="list-style-type: none"> 1. Re-route Internet connection or initiate backup internet connection (Liaise with Internet service provider) in order to isolate a section of the IT network for e.g. use of chromebooks as they are hosted on the cloud and in the event of a Cyberattack, chromebooks are not affected as Ransomware often hides as an executable and blocked from running on a chromebook including any malicious apps. Staff will need to monitor chromebooks as Netsupport will be disabled by the Cyberattack and network monitoring is not available. 2. Setup the isolated environment with Wi-Fi access for chromebooks (IT Department). This could be with 4G/5G dongles or separate Wi-Fi Access points not connected to network. 3. Students will create a folder in their Google Drive, grant access to members of staff and save exam content in that folder. Folder creation, sharing and testing to be setup before the exam. 	<p>Exams & Data Manager Curriculum Leaders IT Network Manager</p>



Appendix 2 – Example PSA letter to parents

Date

Health and Social Care Year 10 - Assessment Ready

Dear Parents,

I would like to invite your child to attend a compulsory afterschool intervention to support with preparing them for the Pearson Set Assessment (PSA) taking place on the week beginning 13 March 2023.

During this term, it is essential that your child is present in school to ensure they have all the work needed before the assessment. The assessment is worth **XX %** of their grade. This intervention will begin on Monday 23 January Lesson 6 (14:50-15:50) and run for 5 weeks:

1. Monday 23 January 2023
2. Monday 30 January 2023
3. Monday 6 February 2023
Half Term
4. Monday 20 February 2023
5. Monday 27 February 2023

The purpose of this intervention is to support your child with ensuring they have all relevant resources in preparation for this assessment and address and further questions or uncertainties in relation to this assessment. It is compulsory your child attends this intervention to ensure they do their best in the PSA.

Here at Clapton, our vision is to 'Arrive with a Dream, Leave with a Future'. By ensuring your child attends it supports us in partnership to create a prospective future which provides countless opportunities. Should you wish to discuss this further, please do not hesitate to email cga@clapton.hackney.sch.uk with the subject 'FAO XXX'.

Yours faithfully,

Teacher of Health and Social Care