



Risk Management Process for Controlled Assessments/Non Examination Assessments

Policy Ref No. PCA 01

'I have come that they may have life and have it to the full'

John 10:10

The Ethos of St Peter and St Paul

"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.

Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.

We develop our potential, celebrate our talents and go forward together in faith."

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that:

Any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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Risks and Issues

Risks and issues	Possible remedial action		Staff Responsible
	Forward planning	Action	
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	Subject Leader SLT
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 time between assessments	Subject Leader Teaching Staff
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/non examination assessment	Use more than one classroom or multiple sittings where necessary	Subject Leader Teaching Staff

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Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Plan ahead and make bookings in advance for special facilities eg computers	Subject Leader Teaching Staff
Disruption to other lessons due to use of different teaching space	Careful planning ahead and pre-booking of rooms if other rooming will be required	Controlled assessments/non examination assessment should normally take place in timetabled lessons to minimise disruption to other lessons	Subject Leader Teaching Staff
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	Subject Leader Teaching Staff
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 Leader /Teaching Staff / 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 Leader /Teaching Staff
Risks and issues	Possible remedial action		Staff Responsible
	Forward planning	Action	

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Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Inform candidates in writing at the start of the year when controlled assessments/non examination assessment are due to take place; verbal reminders in lead up.	Subject Leader /Teaching Staff SLT
Candidates have a scheduling clash for exams or assessment.	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/non examination assessment are limited	Subject Leader /Teaching Staff Exams Officer
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	Subject Leader Exams Officer
Supervision			
Student study diary/plan not provided or completed* (not all controlled assessment will require this)	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	Subject Leader Teaching Staff

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Teaching staff/assessors do not understand supervision of controlled assessment/non examination assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments/non examination assessment and their role in supervision	Provide teaching staff with adequate information regarding the supervision requirements of assessments.	Subject Leader Teaching Staff
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/non examination assessment where a teacher/assessor is not supervising, in line with the awarding body specification.	Cover to be planned in advance for the supervision of assessments if teachers are not available.	Subject Leader Teaching Staff
Risks and issues	Possible remedial action		Staff Responsible
	Forward planning	Action	
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	Subject Leader Teaching Staff
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	Subject Leader Teaching Staff
Security of materials			

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Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks to replace tasks which have not been kept secure. Follow internal procedures to ensure materials are kept secure.	Subject Leader Teaching Staff
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements as specified in subject specifications.	Take materials to secure storage. Follow guidelines for secure storage in Controlled Assessment/non examination assessment policy.	Subject Leader Teaching Staff
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Identify lockable cupboards or filing cabinets that could be used in the department. Secure storage cannot be provided by the Exams Office due to space limitations.	Subject Leader Teaching Staff

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

Risks and issues	Possible remedial action		Staff Responsible
	Forward planning	Action	
Deadlines			

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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.	Subject Leader Teaching Staff
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	Subject Leader SLT
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 Leader 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 Leader SLT
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	Subject Leader
Centre does not run standardisation activity as required by the awarding	Plan against the requirements for standardisation for the awarding body when	Check with the awarding body whether a later standardisation event can be	Subject Leader

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body	and how this activity will be conducted.	arranged.	SLT
Disruption			
Fire alarm interrupts controlled assessment/non examination assessment	Ensure all staff are briefed on evacuation procedures. See Exam Contingency plan regarding high level controlled assessments.	Ensure that students are the first to return to class and check with awarding body if required.	Subject Leader Teaching staff