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| **Example risk and issues** | **Forward Planning** | **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 | Subject Teachers, Heads of Faculty (HOF) and Head of Finance, Examinations and Compliance (FEC) |
| 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 | Subject Teachers and HOF |
| **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 | Use more than one classroom or multiple sitting where necessary | Head of Administration |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms/centre facilities |  | Subject Teachers, HOF and Faculty Administrators |
| **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 Teachers, Head of Premises and IT, Head of FEC |
| **Example risks and issues** | **Forward planning** | **Action** | **Staff** |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement; download again | Subject Teachers and Head of FEC |
| **Absent candidates** |  |  |  |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates |  | Subject teachers |
| Candidates have a scheduling clash for exams or assessment (possibly offsite consortium teaching) | Always consider candidates 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** | Subject teachers, Head of FEC, HOF |
| **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 is required. | Seek guidance from the awarding body | Head of FEC and subject teachers |
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| **Example risks and issues** | **Forward planning** | **Action** | **Staff** (use of “RACI” to determine who should be listed) |
| **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 | Subject teachers, Head of FEC |
| Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility | Ensure teaching staff/assessors understand the nature of controlled assessments and their role in supervision |  | Subject teacher, Head of FEC, HOF |
| 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. |  | Head of FEC, subject teacher, HOF |
| **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 | Head of FEC, Subject teacher, HOF |
| Assessment tasks have not been moderated as required in the awarding body specification | Check specifications and plan required moderation appropriately | Seek guidance from the awarding body | Head of FEC, Subject teacher, HOF |
| **Security of materials** |  |  |  |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security | Request/obtain different assessments tasks | Head of FEC, Subject teacher, HOF |
| **Example risks and issues** | **Forward planning** | **Action** | **Staff** |
| Candidates’ work not kept secure during or after assessments | Define appropriate level of security, in line with awarding body requirements, for each department as necessary | Take material to secure storage | Head of FEC, Subject teacher, HOF |
| Insufficient or insecure storage space | Look at provision for suitable storage early in the course | Find alternative space | Head of Premises and IT, Head of FEC, Subject teacher |
| **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 | Head of FEC, Subject teacher, HOF |
| Deadlines for making 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 | Head of FEC, Subject teacher, HOF |
| **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 | Head of FEC, Subject teacher, HOF |
| Teaching staff/assessors fail to complete authentication forms or leave before completing authentication | Ensure all 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 | Head of FEC, Subject teacher, HOF |
| **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 | Head of FEC, Subject teacher, HOF |
| Centre does not run standardization activities | Plan against the requirements for standardization for the awarding body when and how this activity will be conducted | Check with the awarding body whether a later standardization event can be arranged | Head of FEC, Subject teacher, HOF |

Note – For any query relating to a Middle School student, the Head of Middle School (Rupert Browett) must always be in the loop of communication