

BRECON HIGH SCHOOL



Non-Examination Assessments

Risk Management Process

December 2017

| Example risks and issues | Possible remedial action | | Staff |
|---|---|--|---|
| | Forward planning | Action | |
| Timetabling | | | |
| Non-examination 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 | Heads of Department |
| 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 | SLT Heads of Department |
| 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 | Heads of Department SLT Exams Officer |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities | | Heads of Department Office manager |

| Example risks and issues | Possible remedial action | | Staff |
|---|--|---|--------------------------------------|
| | Forward planning | Action | |
| 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 | Heads of Department |
| 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 | Heads of Department Exams Officer |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Contact awarding body and ask for replacement task; download again | Heads of Department Exams Officer |
| Absent candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | | Heads of Department |

| Example risks and issues | Possible remedial action | | Staff |
|--|---|--|---|
| | Forward planning | Action | |
| 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 | Heads of Department SLT Exams officer |
| Supervision | | | |
| Student study diary/plan not provided or completed* | 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 | Heads of Department |
| 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 | | Heads of Department |
| 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 | | Heads of Department Exams officer |

* Not all non-examination assessments will require the completion of a study diary or study plans

| Example risks and issues | Possible remedial action | | Staff |
|--|---|--|---|
| | Forward planning | Action | |
| 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** | Seek guidance from the awarding body | Heads of Department |
| 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 | Heads of Department Exams Officer |
| 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 | Heads of Department 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 | Heads of Department Teacher |
| Insufficient or insecure storage space | Look at provision for suitable storage at the start of the GCSE course | Find alternative storage within the centre | Heads of Department Business Manager |

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

| Example risks and issues | Possible remedial action | | Staff |
|--|--|---|--------------------------------|
| | Forward planning | Action | |
| 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 | Heads of Department Teacher |
| 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 | Heads of Department SLT |
| 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 | Heads of Department Teacher |
| 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 | Heads of Department |

| Example risks and issues | Possible remedial action | | Staff |
|---|---|---|--|
| | Forward planning | Action | |
| Marking | | | |
| Teaching staff interpret marking descriptions incorrectly | <p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p> | <p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p> | <p>Heads of Department</p> <p>SLT</p> |
| Centre does not run the standardisation activity as required by the awarding body | <p>Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted</p> | <p>Check with the awarding body whether a later standardisation event can be arranged</p> | <p>Heads of Department</p> <p>SLT</p> <p>Exams Officer</p> |