

# St Anne's Church of England Academy

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GCSES FOR SUMMER 2021 CENTRE GRADES POLICY

IN LINE WITH JCQ MODEL POLICY

## Centre Policy for determining teacher assessed grades in Summer 2021: St Anne's Church of England Academy

### Statement of intent

This section outlines the purpose of this document in relation to our centre.

#### Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

##### *The purpose of this policy is:*

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- *To ensure the operation of effective processes with clear guidelines and support for staff.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

#### Guidance

- All staff to read the Centre Policy and guidance information by Friday 23<sup>rd</sup> April which will be attached to the email on Tuesday 20<sup>th</sup> April
- Staff to confirm they have read and understood the Centre Policy and guidance information via Microsoft Forms

## Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

### **Roles and Responsibilities**

This section gives details of the roles and responsibilities within our centre:

#### **Head of Centre**

- *Our Head of Centre, Chris Heyes, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*
- *Our Head of Centre will submit the Centre Policy to the CEO and Standards Committee of the Cranmer Education Trust Board, for scrutiny and challenge.*

#### **Senior Leadership Team and Heads of Department**

*Our Senior Leadership Team and Heads of Departments will:*

- *provide training and support to all other staff.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

#### **Teachers/ Specialist Teachers / SENCo**

*Our teachers, specialist teachers and SENCo will:*

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*

- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

### **Examinations Officer**

*Our Examinations Officer will:*

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

### **Guidance**

#### **Head of Centre**

- The headteacher will be responsible for all teacher assessed grades that are submitted to the examination boards.
- Teacher assessed grades must reflect the grades pupils are currently working at in the recent assessments. Teaching staff should use the grade descriptors and exemplar material released by awarding bodies to support with this.
- All departments must have in place procedures for standardisation and quality assurance.
- Heads of Faculty will have the opportunity to discuss their assessment plans and processes with HT/DHT/SLT link week beginning 19<sup>th</sup> April – 28<sup>th</sup> April.
- Internal deadline for teacher assessed grades is 4pm, Monday 7<sup>th</sup> June. All teacher assessed grades will be quality assured by the HT/DHT/AHT once they have been submitted and a checking exercise against outcomes from 2017-19 cohorts will also be completed, prior to submitting to the examination boards on Friday 18<sup>th</sup> June.

#### **Senior Leadership Team and Heads of Department**

*Our Senior Leadership Team and Heads of Departments will:*

- *Training and guidance have been provided via Middle Leaders, Staff Briefing, Department meetings, SLT links and the bulletin.*
- *Heads of Faculty have effectively communicated their assessment plan and schedule to all staff and students by Friday 23<sup>rd</sup> April*
- *Heads of Faculty have ensured that effective systems for standardisation and quality assurance are established within the department.*
- *Grade descriptors from previous examination specifications and material used by awarding bodies will be used to inform teacher assessed grades and the raw marks awarded to identified assessed pieces of work.*
- *Additional Subject Network meetings have been arranged to allow standardisation / moderation with other local examination centres.*
- *Assessments used to inform the evidence base for teacher assessed grades are all being completed in school, which ensures appropriate level of control and supervision.*
- *Heads of Faculty working through this document with SLT link (mostly done already) will complete an assessment record*

- *Heads of Faculty need to ensure that pupil marks used to award teacher assessed grades are inputted into SIMS. Staff must input each student's raw mark and grade.*
- *Reading this document will also ensure that staff across all levels of the organisation understand the need for internal and external quality processes and their roles within them.*

### **Teachers/ Specialist Teachers / SENCo**

*Our teachers, specialist teachers and SENCo will:*

- *All assessments used for the evidence base for teacher assessed grades will be completed in controlled conditions. Arrangements were in place for assessment one, and are in place for assessment two, to provide students with access arrangements and the additional support they require.*
- *Examination entries have already been completed and we will ensure that students are awarded a grade for every subject they have been entered for.*
- *Standardisation and moderation processes in departments will ensure that grades submitted are fair, valid and a reflection of the agreed evidence base to be used for each subject.*
- *Heads of Department have developed the assessments to be used that reflect what the students have been taught. The assessments also reflect any significant periods of absence or difficulty delivering course content caused by disruption to learning.*
- *The assessment record will be completed by the Head of Department and SLT link working through this document, which will be reported to the Headteacher. This will provide a robust quality assurance process without requiring each department to produce its own Department Policy.*
- *Where adjustments have been made to pupils assessed work due to extenuating circumstances, the original mark allocated, and adjusted mark will be highlighted on the Assessment Record Form.*

### **Examinations Officer**

*Our Examinations Officer will:*

- *Quality assurance and complete a checking exercise that grades submitted to the examination boards are correct.*
- *With HT/DHT/AHT/Admin Manager ensure that systems are established for the collection of results and for any appeals.*

## Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

### Training

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

### Guidance

- Training and guidance have been given via Middle Leaders', Staff Briefing, Department Meetings, Briefing Notes and Subject Networks. This document also provides additional support and clarification.
- Senior Members of staff, Heads of Department and other staff within the organisation have already reviewed the JCQ guidance documents and have been directed to utilise the guidance and support materials released by the awarding bodies.
- [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)
- [Summer 2021 support | Pearson qualifications, Summer 2021: Information and updates \(eduqas.co.uk\), AQA | 2021 exam changes](#)
- [Malpractice 20-21 v2-1.pdf \(jcq.org.uk\)](#)
- [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.](#)

### Support for Newly Qualified Teachers and teachers less familiar with assessment

This section provides details of our approach to *training, support and guidance for newly qualified teachers and teachers less familiar with assessment*

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

### Guidance

- Single specialists within departments have been supported via the Subject Networks and also have been paired up with other local examination centres.  
 Maths x2  
 English x1  
 Science x1

- Heads of Faculty are responsible for quality assurance of all grades inputted by all staff including NQTs
- Specific TAG training will be a mandatory session delivered through the ITT CPD programme

## Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

### A. Use of evidence

This section gives details in relation to our use of evidence.

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

### Guidance

- This document shows the robust systems that we have in place following the guidance released by Ofqual.
- All departments are using the grade descriptors and exemplar material released by the awarding bodies.
- Assessments used to form the evidence base for teacher assessed grades **must be kept in school.**
- Assessment materials have been developed by Heads of Department using a mixture of past paper questions/examinations and additional assessment material released by the awarding bodies. The grade descriptors and exemplar material released by the awarding bodies have also been used to support finalising teacher assessed grades.
- NEA work will be used where it is deemed appropriate dependent upon the subject area. This is also applicable to records of a student's capability and level of performance over the course of study in practical subjects.
- The evidence base for teacher assessed grades is from a number of assessments to be determined by departments, two of which will be the November 2020 mock and the May 2021 Centre Assessed Exam of which are conducted in high controlled conditions.
- Where students have missed an assessment due to illness or periods of self-isolation, arrangements will be made for them to complete this assessment at a later date if time

<p>scales allow. If not, their performance on the previous assessments will be used to benchmark their performance against other students' performance to allow an informed judgement to be made.</p>
<p><i>We provide further detail in the following areas:</i></p> <p><b>Additional Assessment Materials</b></p> <ul style="list-style-type: none"> <li>• <i>We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.</i></li> <li>• <i>We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.</i></li> <li>• <i>We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.</i></li> <li>• <i>We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.</i></li> </ul>
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• <i>Students across all subjects will complete the same assessments as their peers.</i></li> <li>• <i>In discussions with DHT and SLT link, Heads of Department will develop their own weightings for aggregating student performance based upon the different evidence available.</i></li> <li>• <i>Heads of Department have developed assessments based upon what students have been taught.</i></li> </ul>
<p><i>Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:</i></p> <ul style="list-style-type: none"> <li>• <i>We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.</i></li> <li>• <i>We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.</i></li> <li>• <i>We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.</i></li> <li>• <i>We will consider the specification and assessment objective coverage of the assessment.</i></li> <li>• <i>We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.</i></li> </ul>
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• <i>N/A – Our approach to teacher assessed grades ensures that all students are completing assessments to be used as part of the evidence base in the same controlled conditions.</i></li> </ul>

## Determining teacher assessed grades

*This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.*

### **Awarding teacher assessed grades based on evidence**

We give details here of our centre's approach to awarding teacher assessed grades.

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.*

### **Staff**

- All teacher assessed grades are based upon evidence at which students are currently working. Predictions do not play a part in teacher assessed grades.
- Teaching staff will use exemplar material from the awarding bodies and previous examination specifications to award raw marks for key pieces of assessed work. Raw marks must be stored centrally on SIMS by all teaching staff. Copies of all assessment scripts must also be kept.
- Department Assessment Records will provide the evidence for how final grades are allocated based upon raw marks and the evidence submitted by students.

## Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

### *Head of Centre Internal Quality Assurance and Declaration*

<b>Internal quality assurance</b>
<p>This section gives details of our approach to internal standardisation, within and across subject departments.</p> <ul style="list-style-type: none"> <li>• <i>We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.</i></li> <li>• <i>In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.</i></li> <li>• <i>We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:</i> <ul style="list-style-type: none"> <li>○ <i>Arriving at teacher assessed grades</i></li> <li>○ <i>Marking of evidence</i></li> <li>○ <i>Reaching a holistic grading decision</i></li> <li>○ <i>Applying the use of grading support and documentation</i></li> </ul> </li> <li>• <i>We will conduct internal standardisation across all grades.</i></li> <li>• <i>We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.</i></li> <li>• <i>Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).</i></li> <li>• <i>Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).</i></li> <li>• <i>Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.</i> <ul style="list-style-type: none"> <li>○ <i>This will be either the Head of Department, Head of Faculty or SLT member responsible for that subject.</i></li> </ul> </li> <li>• <i>In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.</i></li> </ul>
<b>Guidance</b>
<ul style="list-style-type: none"> <li>• All staff involved in deriving teacher assessed grades have read our Centre Policy and also the additional guidance.</li> <li>• All Heads of Department have developed systems to ensure quality assurance and effective standardisation of assessed work across their departments. These arrangements have been quality assured by DHT/SLT Link.</li> <li>• Through Middle Leaders' Meeting, Staff Briefing, Department Meetings, Subject Networks and quality assurance processes, training and support has been provided to staff at all levels of the organisation to support with the marking and generating of evidence to allocate a final teacher assessed grade.</li> </ul>

- Individual subject specialists within departments have been supported via Subject Networks or creating links with local schools who deliver the same subject through the same awarding body.
- All teacher assessed grades will be subject to internal review by the HT/DHT/ Data Analyst. This will be a review across all subjects and the number of individual grades awarded at each grade boundary in comparison with the 2017-19 examination series. This will take place across a whole school and departmental level.
- Arrangements are in place to support any students with protected characteristics in the assessment windows.

## Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

<b>Comparison of Teacher Assessed Grades to results for previous cohorts</b>
<p>This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.</p> <ul style="list-style-type: none"> <li>• <i>We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).</i></li> <li>• <i>We will consider the size of our cohort from year to year.</i></li> <li>• <i>We will consider the stability of our centre's overall grade outcomes from year to year.</i></li> <li>• <i>We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.</i></li> <li>• <i>We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, will address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.</i></li> </ul>
<p><i>This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.</i></p> <ul style="list-style-type: none"> <li>• <i>We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.</i></li> <li>• <i>We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.</i></li> </ul>
<b>Guidance</b>
<ul style="list-style-type: none"> <li>• <i>We will complete a comprehensive analysis of the student outcomes from 2017 – 2019. This will look at our overall grades as a school but also at department level. We will use both attainment and progress data to establish what is 'typical' year on year across the school and across individual departments.</i></li> <li>• <i>We will then compare teacher assessed grades to attainment and progress outcomes across departments from previous years. We will take into account cohort size and the size of 'key groups' within it; the starting points of students, national validated data and any other significant changes over the last few years i.e. specification change.</i></li> <li>• <i>This exercise will be completed by the HT/DHT/AHT and Head of Department.</i></li> <li>• <i>If teacher assessed grades are discovered to be too harsh or lenient when compared with previous outcomes, then the evidence used to inform judgements will be reviewed.</i></li> <li>• <i>If any department is to submit teacher assessed grades that are significantly higher when compared to 2017 -2019 outcomes, then this must be demonstrated through the quality assurance process. If this improvement in student outcomes can be verified,</i></li> </ul>

*then an additional commentary and explanation will be submitted to the awarding bodies, along with the teacher assessed grades.*

*This section gives details of changes in our cohorts that need to be reflected in our comparisons.*

- *We will omit subjects that we no longer offer from the historical data.*
- *We will compare the size of cohorts and different groupings of students in previous year groups to examine any significant year on year variables.*
- *We will consider the academic starting point of the 2020/21 GCSE cohort of students compared to previous year groups.*

## Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

### **Reasonable adjustments and mitigating circumstances (special consideration)**

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence will be obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

### **Guidance**

- Can all teaching staff please read the attached guidance. [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

- All students who have access arrangements had these in place for assessment one and will also have these in place for the Centre assessed Examinations.
- Department assessment plans have been sent to the Examinations Officer/AHT.
- Teaching staff **must be aware** of which students in their teaching groups are entitled to reasonable adjustments from the list circulated to all year 11 teachers. Assessment papers must be provided to the Examination Officer at least 1 week in advance of any centre exams. These students should be sent to the library to complete their assessment.
- The Key Stage 4 and pastoral teams are currently collating a list of any students who are experiencing personal mitigating circumstances at the time of assessments due to illness or significant bereavements. Once the list has been finalised and authorised by the Senior Leadership Team, it will be communicated to Heads of Department and teaching staff.
- Teaching staff should continue to mark and assess the work of all students to the same agreed standardisation processes and mark schemes. These are the raw scores that should be entered onto SIMS.
- If any student needs raw marks adjusting based upon significant personal circumstances that have been agreed centrally, a discussion will take place between the DHT/AHT and Head of Department.
- If any adjustments are to be made, the original raw mark and then adjusted raw mark must both be shared on the Department Assessment Record.

## Addressing disruption/differential lost learning (DLL)

**B. Addressing Disruption/Differentiated Lost Learning (DLL)**

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- All students will be given the opportunity to complete the same assessments as their peers across individual subjects.
- Students will be given the opportunity to follow up any assessments missed through illness or self-isolation, where time frames allow.

**Guidance**

- Heads of Department have developed assessments that use a mixture of past questions and material released by the awarding bodies. Assessments have been designed to reflect what the students have been taught and to take into account any significant disruptions or challenges to learning throughout the year.
- All students will complete the same assessments as their peers across individual subjects and will complete these in controlled conditions.
- Where students have missed an assessment due to illness or periods of self-isolation, arrangements will be made for them to complete this assessment at a later date, if time scales allow. If not, their performance on the previous assessments will be used to benchmark their performance against other students to allow an informed judgement to be made.

## Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

### Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

*Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.*

*Senior Leaders, Heads of Department and Centre will consider:*

- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);*
- *how to minimise bias in questions and marking and hidden forms of bias); and*
- *bias in teacher assessed grades.*

*To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:*

- *unconscious bias can skew judgements;*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment;*
- *teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *unconscious bias is more likely to occur when quick opinions are formed; and*

*Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

### Guidance

- Can all staff please read the attached guidance from Ofqual: [Information for centres about making objective judgements \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611117/Information_for_centres_about_making_objective_judgements.pdf)
- Robust standardisation processes have been established across all departments to support with the quality assurance of raw marks assigned to assessed pieces of work.
- 'Batch Marking' should be used across departments to support with staff workload to also to support with the removal of any unconscious bias. As teachers are marking at question level and across the year group not just within their classes, any unconscious bias should be reduced.
- Staff in departments that aren't large enough to batch mark have received additional support from Subject Networks or other local centres, to assist with fair and appropriate marking.

- Heads of Department have also been asked to carefully consider what topics /questions are used for key pieces of assessment and take into account the disruption and loss to learning experienced by some pupils.
- Consistent arrangements for the completion of any assessments that will be used to form the evidence base for teacher assessed grades, should also ensure that assessments are equally accessible to all.

## Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

### **C. Recording Decisions and Retention of Evidence and Data**

This section outlines our approach to recording decisions and retaining evidence and data.

- *We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

### **Guidance**

- SIMS to be used to store raw marks and grades awarded
- Assessment records to be completed for all subjects.
- Paper based evidence to be stored securely in F44.
- All departments are using the materials released by the awarding bodies to support with allocating teacher assessed grades.
- All staff have received guidance and training on GDPR, especially with regard to the use of pupil names and the sharing of data.
- Systems are in place to deal with SAR requests. If staff receive a request for historic data from pupils or parents, they must consult with the Data Manager before responding.

## Authenticating evidence

### **D. Authenticating evidence**

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms, which will include November Mock examinations, May Centre Assessed Examinations, Classwork conducted in high or medium levels of control will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations [Summer 2021 support | Pearson qualifications](#), [Summer 2021: Information and updates \(eduqas.co.uk\)](#), [AQA | 2021 exam changes](#) to support these determinations of authenticity.*

## Confidentiality, malpractice and conflicts of interest

### *Confidentiality*

*This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.*

<b>A. Confidentiality</b>
<p><i>This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.</i></p> <ul style="list-style-type: none"> <li>• <i>All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.</i></li> <li>• <i>All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.</i></li> <li>• <i>Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.</i></li> </ul>
<b>Guidance</b>
<ul style="list-style-type: none"> <li>• <i>As per guidance from Staff Briefings and in the Bulletin, staff should not share teacher assessed grades with students or parents.</i></li> <li>• <i>When returning assessed work to students that is to be used as the evidence base for teacher assessed grades, raw marks and feedback on how to improve should be given – not grades.</i></li> <li>• <i>Departments and teaching staff have shared with students which assessments will be used to provide the evidence base for teacher assessed grades. This is about sharing timescales and content that will be covered, not providing the students with assessments or questions in advance.</i></li> </ul> <p><i>A copy of our Centre Policy has been submitted to JCQ and parents/guardians will also be advised that it is available to read on the school website.</i></p>

### *Malpractice*

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

<b>B. Malpractice</b>
<p><i>This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.</i></p>

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
  - *breaches of internal security;*
  - *deception;*
  - *improper assistance to students;*
  - *failure to appropriately authenticate a student's work;*
  - *over direction of students in preparation for common assessments;*
  - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
  - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
  - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
  - *failure to keep appropriate records of decisions made and teacher assessed grades.*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: [Malpractice 20-21 v2-1.pdf \(jqc.org.uk\)](https://www.jcq.org.uk/resources/malpractice-20-21-v2-1.pdf) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

### **Guidance**

*Staff to ensure that they have read and understood the information contained in the link above on Malpractice.*

### *Conflicts of Interest*

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

#### **C. Conflicts of Interest**

*This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.*

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*

- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

**Guidance**

*If any staff members feel that they have a conflict of interest in the determination of student grades, they must let the Headteacher and Examinations Officer know immediately.*

## External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

### **A. External Quality Assurance**

*This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.*

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

## Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

### **A. Results**

*This section details our approach to the issue of results to students and the provision of advice and guidance.*

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians have been made aware of arrangements for results days.*

## Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

### **A. Appeals**

*This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.*

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Leaners have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*