

Including Sandford, our Early Years Foundation Stage provision

St Gabriel's Policy for Determining Centre Assessed Grades in Summer 2021

Authorised by	resolution of the Board of Governors
Date	April 2021 (1-0-0)

Statement of Intent

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

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.

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.

The Principal – Head of Centre

- Our Head of Centre, Ricki Smith 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.

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Senior Leadership Team and Heads of Department will

- Provide training and support to our other staff.
- Support the Head of Centre in the quality assurance of the final teacher assessed grades, which will include an internal review by the Vice-Principal and the Director of Studies.
- 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 make consistent judgements about student evidence in deriving a grade by supervising and participating in moderation or standardisation activities.
- Ensure all staff conduct assessments under the 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 Declaration is completed for each qualification that they are submitting.

Heads of Department, Teachers and the Head of Individual Needs will

- Ensure they conduct assessments 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.
- Complete or participate in the completion of the Department Review process.
- Meet with individual students to review evidence submitted and ask each student to authenticate their work.

The Examinations Officer will

- Securely store and be able to retrieve sufficient evidence to justify their decisions.
- Be responsible for the administration of our final teacher assessed grades and the post-results services.

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Training, Support and Guidance

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

- Teachers involved in determining grades in our centre will attend centre-based training to help achieve consistency and fairness to all students. This will take during inset time and in department time and Heads of Department meetings.
- All those involved in the process will be familiar with full process of assessing and recording evidence and the internal review process.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- All those involved in the process have read this policy, the school's Assessment for Learning policy, the JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021, the Grade descriptors for A Level and GCSE as appropriate for their subject, Information on Submission of Grades from Ofqual and Information for Centres about making Objective Judgements.
- The school considers all its teachers to be experienced in assessment, and Heads of Department and Senior Leaders will support staff as required.

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.
- 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 as per JCQ guidance.
- Evidence may be drawn from 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 and examinations taken by pupils.
- 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.
- Students will be asked to authenticate that evidence submitted is their own work.

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Additional Assessment Materials

- We may use additional assessment materials to give students the opportunity to show what they know, understand or can do in specific areas of content.
- We may use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence, where there is an educational reason for this or where the school judges that there are mitigating circumstances that should be taken into account.
- We may use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete where this is educationally appropriate.

Appropriateness and Balance of Evidence

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control under school supervision or at home under low control.
- We will ask students to authenticate work as their own, especially where that work was not completed within the school.
- 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.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed.

Determining 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.
- We will produce a Class Assessment Record and Class Evidence Record for each subject cohort. Students will complete an authentication declaration. Any necessary variations for individual students will also be documented. Heads of Department will complete a Department Declaration. See also the Process Flowchart in Appendix 1

Internal Quality Assurance

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- We will ensure that all teachers take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation

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- We will ensure that the Class Assessment and Evidence Records will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the Vice-Principal and the Director of Studies.
- 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.

Comparison of Teacher Assessed Grades to results for previous cohorts

Our internal process will compare teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- 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, addresses the reasons for this divergence. This commentary will be available for subsequent review by any examining board or JCQ during the QA process.

If our initial Teacher Assessed Grades for a qualification are viewed as overly lenient or harsh compared to previous years, we will compile historical data giving appropriate regard to potential mixtures of A* to G grades and 9-1 grades at GCSE. We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

Access Arrangements and Special Considerations

This section 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

- 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.

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- 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 significantly affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements. The school may require evidence of these circumstances to be submitted.
- We will record, as part of the Class 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

Addressing Disruption/ Differentiated Lost Learning

- Teacher Assessed Grades will be determined based on evidence of the content that has been taught and assessed for each student. Heads of Department will certify the details of any specification content not taught.

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.

All Staff involved in 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
- They will be asked to confirm that they have read the JCQ document "Information for Centres about making Objective Judgements."

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

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Recording Decisions and Retention of 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. See Appendix 1.
- We will comply with our obligations regarding data protection legislation and the School's Data Protection Policy.
- 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) as per JCQ guidelines.

Authenticating Evidence

- Robust mechanisms, which will include our internal standardisation process and the requirement for students to authenticate their work, 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 to support these determinations of authenticity.

Confidentiality, malpractice and conflict of interest

Confidentiality

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- 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.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, will be shared with parents/guardians.

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Malpractice

- 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.
- Our general centre policy regarding malpractice, maladministration and conflicts of interest has 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.

Conflict of Interest

- 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 to separate duties and personnel to ensure fairness in later process reviews and appeals.

External Quality Assurance

- 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.

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- 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

- 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 will be made aware of arrangements for results days.

Appeals

- 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.
- Learners 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, for example those on which university places depend.
- 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.

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Appendix 1 - Process Flowchart

Internal Quality Assurance Process

Reading, understanding and sign off of the appropriate documentation –



**Departmental gathering and internal submission of evidence
Filling out Class Assessment Record & Class Evidence Record & sign off of Access Arrangements –**



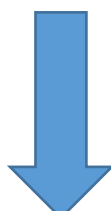
Standardisation of marking and grading in departments where there are 2 or more staff. Where there is only one member of staff then the Head of Centre is the second sign-off –



Student authentication form signed by each student for each subject they are sitting and pro-forma for discussion between subject teacher and student evidence being submitted signed off by teacher -



Sign off by HoDs for HoDs checklist, department review & historical data with TAGs –



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HoDs Meetings with Director of Studies and Vice-Principal to go through evidence and grades and comparison with previous cohorts –



Sign off by Director of Studies and Vice-Principal -



Sign off by Head of Centre (Principal) and submission of grades –

Policy agreed by a member of the Governing Body

Sign _____

Date _____