



Sidcot
Live Adventurously

Policy Name: Centre Policy for determining teacher assessed grades/school assessed grades in Summer 2021

Policy Number: 6.26

Date: 20th May 2021

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1. Introduction

Due to the cancellation of exams for Summer 2021 due to the ongoing Covid-19 situation, every exam centre is required to create a Centre Policy for Determining Teacher Assessed Grades in Summer 2021, that reflects its individual circumstances. Each centre must understand and actively implement the policy adopted.

As our centre also delivers IGCSE examinations from Cambridge Assessment International Education, this policy incorporates the centre processes for determining their School Assessed Grades.

This policy takes account of the guidance provided in 'JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021' and guidance from Cambridge Assessment International Education.

2. Scope

This policy applies to all exam candidates for Summer 2021 taking examinations offered by JCQ awarding organisations and Cambridge Assessment International Education. This includes students outside of the year groups that traditionally take exams and extends to external candidates. It does not extend to candidates taking the International Baccalaureate Diploma or BTEC National Diploma qualifications.

3. Aims

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 guidance from the Joint Council for Qualifications and Cambridge Assessment International Education.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of teacher assessed grades/school 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.

4. Roles and Responsibilities

Head of Centre

Our Head of Centre:

- will be responsible for approving our policy for determining teacher assessed grades/school assessed grades.
- has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- will confirm that teacher assessed grade/school 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.

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades/school 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 and Cambridge Assessment International Education.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head of Department Checklist is completed for each JCQ 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 and Cambridge Assessment International Education, to provide teacher assessed grades/school assessed grades for each student they have entered for a qualification.
- ensure that the teacher assessed grade/school assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.

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- 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 or Rationale Document, as appropriate 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, in a way that the Examinations Officer and Deputy Examinations Officer can retrieve, sufficient evidence to justify their decisions.

Examinations Officer and Deputy Examinations Officer

Our Examinations Officer and Deputy Examinations Officer will work together to:

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

5. Training, support and guidance

- Teachers involved in determining grades in our centre will attend any centre-based or department-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.

Support 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.

6. Use of appropriate 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.
- The types of work that will be used to assess grades will vary from subject to subject, and will be the decision of the relevant Head of Faculty/ Department. These may include:
 - 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.

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- non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
 - 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.
 - substantial class or homework (including work that took place during remote learning).
 - internal tests taken by pupils.
 - mock exams taken over the course of study.
 - records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
 - The approach adopted to selecting the work used to assess grades is as follows where possible (exceptions noted below):
 - Mock exams sat in January 2021 (with remote invigilation by our team of experienced invigilators) were used
 - Where a qualification has a NEA, this was also used
 - In-class assessments took place following the March reopening of schools. Where there was more than one class for a qualification, this provided a further opportunity to give all candidates the same task, supporting consistency of judgement. Some of these use the Additional Assessment Material
 - Where a Head of Faculty/ Department feels that more evidence is needed e.g. not all assessment objectives are covered, they will supplement the above with homework or classwork.

The following subjects are exceptions to this approach, for the reasons stated:

- A level and GCSE Fine Art, Photography and Textiles – these qualifications are assessed on their portfolio only. The portfolio is in itself a collection of pieces of work, and is assessed and moderated using the existing assessment criteria for the portfolio.
- A level and GCSE Design Technology– here the NEA is worth 50% of the final qualification, so for most students the NEA and mock exam provided enough evidence for the grade. Some students were significantly disadvantaged by lockdown in this subject. The Head of Faculty felt that either more evidence was required or that the students showed significant improvement on return to in-school teaching. In these cases, the Head of Faculty sought additional evidence with an in-class assessment to either add to the evidence or replace the mock exam.
- GCSE Food Preparation and Nutrition – here the NEA is worth 50% of the final qualification, so for most students the NEA and mock exam provided enough evidence for the grade
- A level English Language – Our only private candidate (see section 16) who has health issues. Evidence is obtained from her NEA and assessments supervised by our Head of English. In addition, classwork from her previous school (which has been authenticated) is being used.
- International GCSE Mathematics – some of our students sat the external examination in January 2021 and therefore did not sit a mock exam. This external exam result is used as evidence in place of a mock exam.

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- GCSE Mathematics AQA 8300H – (1 candidate). This candidate suffers from Chronic Fatigue Syndrome and therefore assessment took place as numerous short assessments with 1-1 remote invigilation from a small team of experienced invigilators (all recorded). As he has missed a vast amount of school, his parents have also employed a tutor, who has assisted us by confirming which topics he has covered. However, he has not been involved in conducting or marking the assessments.
 - AQA L2 Certificate in Further Maths – this is delivered to our most able mathematicians towards the end of their studies, and as they had not covered enough of the course in time for the January mock exams, there was no mock exam. In its place they have a raft of in-class formal assessments taken more recently.
 - In the case of IGCSE qualifications with Cambridge Assessment International Education we will identify a portfolio of three substantial pieces of work from each student in every syllabus.

Additional Assessment Materials will be used:

- 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.
- to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- by combining or removing elements, if appropriate, to produce assessment materials more focussed on the part of the specification being assessed.

Each Head of Faculty/Department *will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:*

- By considering 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.
- By ensuring 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.
- By considering 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.
- By considering the specification and assessment objective coverage of the assessment.
- By considering the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

7. Determining Teacher Assessed Grades /School-assessed grades

Our approach to awarding Teacher Assessed Grades/School Assessed Grades is:

- 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.
- Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.

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- Heads of Faculty/Department will be responsible for producing an Assessment Record for each subject cohort and will share this with the Head of Centre and Examinations Officer. Any necessary variations for individual students will also be shared.

8. Internal quality assurance

To ensure consistency, fairness and objectivity of decisions:

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that the department carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they 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
- We will conduct internal standardisation across all grades.
- 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.
- 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).
- We do not have any qualifications where there is only one teacher involved in marking assessments and determining grades.
- 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.

9. Internal quality assurance

To compare our teacher assessed grades in 2021 with results from previous cohorts:

- 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 omit subjects that we no longer offer from the historical data.
- 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.
- For level 2 qualifications, we will include grades from IGCSEs, International GCSEs and GCSEs.
- 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.

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- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
 - 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, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

10. Access Arrangements and Special Considerations

- 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 consider the likely impact of this on the candidate's performance and adjust accordingly.
- 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.

11. Addressing disruption/differential lost learning (DLL)

Teacher Assessed Grades/School Assessed Grades will be determined based on evidence of the content that has been taught and assessed for each student.

12. 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)
- 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;

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- 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.

Our centre-wide internal standardisation process will help to identify and address any areas of bias.

13. 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/School 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 until 6 months after the date of the issue of the result, or the conclusion of any complaint, malpractice investigation or appeal in relation to that result, whichever is later. This will be readily shared with our awarding organisation(s).

14. Authenticating evidence

- Robust mechanisms 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. The mechanisms we will use are:
 - a comparison of any work produced remotely with work produced under controlled conditions. In cases where a discrepancy is noted, further assessment opportunities, taking place at the centre with a high level of supervision, will be provided.
 - all evidence will be assessed by a minimum of 2 suitably competent members of staff
- 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.

15. Confidentiality, malpractice and conflicts of interest

Confidentiality:

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.

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- 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, have been shared with parents/guardians.

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 or 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;
 - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: JCQ Suspected Malpractice: Policies and Procedures 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.

Conflicts of Interest:

- To protect the integrity of assessments, all staff involved in the determination of grades have been asked to declare any conflict of interest such as relationships with students to our Examinations Officer 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. Specifically:
 - Where required these have been reported to the awarding bodies
 - Where a member of staff does not need to have access to the relevant student's grades, steps have been taken to ensure that they have no access to these grades
 - Where it is unavoidable that the staff member has access to the Teacher Assessed Grades/School Assessed Grades, the importance of the confidentiality has been reinforced with them and they have signed a confidentiality agreement, counter-signed by the Head of Centre and kept on file by the Examinations Officer
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

16. Private candidates

- For summer 2021, we have only one private candidate, who is a student currently on our role, but who is sitting a qualification (English Language A level) that she started studying in a previous school and which we do not deliver. The approach for this candidate, being the only entry for the qualification is necessarily bespoke. JCQ Interim Guidance for Centres Accepting Private Candidate Entries for GCSE, AS and A level qualifications in Summer 2021 has been followed, and the approach taken is recorded on the Assessment Record for this subject.
- In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grade determined by our centre for this Private Candidate has been excluded from our analysis.

17. External Quality Assurance

Since our summer term finishes on 1st July the following has been put 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. After that date, the Examinations Officer will continue to be available to respond to enquiries up to 16th July 2021.

- 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 will be stored Microsoft 365. This is only accessible by the department staff and the Examinations Officer, who can make the material available for review as required.
- All student evidence on which decisions regarding the determination of grades will be stored on Microsoft 365 as above, 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.
- The Examinations Officer will be available respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process up to 16th July 2021.
- 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.

18. Results

- All staff 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.

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- Arrangements have been made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students. As A/AS and GCSE results will be issued in the same week, both the Examinations Officer and Deputy Examinations Officer will be working on results release.
 - 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).
 - The Examinations Officer 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.

19. 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 and will continue to be updated as further guidance is released to the centre..
- The Examinations Officer and Deputy Examinations Officer will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners and their parents/guardians will be appropriately guided as to the necessary stages of appeal during the Summer term and a reminder will be sent shortly before results are released
- 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. This will be staffed by the Examinations Officer and Deputy Examinations Officer.
- The application form for appeals will be accessible by candidates (but not parents) on Firefly. This will obtain the written consent of students to the initiation of appeals and will record their awareness that grades may go down as well as up on appeal.

20. Current Post Holders

Head of Centre – Christian Hughes
Deputy Head Academic – Christian Hughes
Examinations Officer – Hazel Carr
Deputy Examinations Officer – Lisa Scrivens
Head of Learning Support (SENCo) – Sarah Bates
Head of EAL – Elizabeth Teixeira

21. References

External documents

- JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021

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- JCQ: Guidance on grading for teachers
 - JCQ – A guide to the special consideration process, with effect from 1 September 2020
 - JCQ Suspected Malpractice: Policies and Procedures
 - JCQ Interim Guidance for Centres Accepting Private Candidate Entries for GCSE, AS and A level qualifications in Summer 2021

Relevant School Policies

- 6.12 Exam Policy Outlining the Responsibility of Staff for Examinations

22. Document Change History – document any changes since November 2015

Date of change	Detail significant changes and any new legislation / guidance taken into account
15/04/2021	Document created and approved by Head of Centre
20/05/2021	Extra detail added for clarification at the request of AQA quality assurance

As this document is relevant to only the Summer 2021 examination season, it is anticipated that it will become obsolete after the closure of post results processes and certificates are issued. Therefore, it is expected that it will not need to be included in the annual review process