



Centre Policy for determining teacher assessed grades

FOR AS/AS LEVELS, GCSE AND VOCATIONAL COURSES FOR **SUMMER 2021**

April 2021

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.

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.

Head of Centre

- Our Head of Centre, Markieu Hayden (headteacher), will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Norbury Manor Business and Enterprise College 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 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.
- 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's marked work and assessments.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- produce a subject 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.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that Heads of Department and Faculties have reviewed what is being submitted by teachers and provided the complete data set to Milena Collins, Deputy Headteacher in order for internal quality assurance protocols to be applied.
- ensure that after internal quality assurance measures are applied, final teacher assessed grades are entered on the relevant exam board portals before the external deadline of 18th June 2021.

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.
- securely store and be able to retrieve sufficient evidence to justify their decisions.
- ensure access arrangement provisions are upheld during assessments for students with an entitlement.

Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services, including appeals.
- disseminate relevant materials as appropriate for example those from awarding exam boards, Ofqual, JCQ or the DfE.
- be responsible for the centre's extenuating circumstance protocol, collating evidence to be presented for review regarding subject student evidence variations by the Extenuating Circumstances Panel.

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.

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students which includes (but not limited to):
 - *Unconscious Bias* training, The National College (Externally delivered)
 - Google Classroom training including how to mark/moderate with colleagues online (internally delivered)
 - Inspira marking training (Internally delivered)
 - Standardisation and moderation subject days for KS4 and KS5 (Internally delivered)
 - Ofqual and DfE Consultation findings training (Internally delivered)
 - Data/Assessment/Evidence tracking training (Internally delivered)
 - Allocated NEA moderation time as required
- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- Resources and materials as required.

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.

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. In cases where evidence cannot be located, an 'Absence of Evidence' form is completed and signed by the subject teacher and student. This acknowledges the mark the student achieved that is stored on record for the missing work.
- We will use:
 - 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.
 - non-exam assessment work (often referred to as coursework), even if this has not been fully completed. As standard practice, internal moderation will still occur for this work.
 - student work produced in centre-devised tasks that reflect the specification, that broadly 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.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- 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.
- 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.
- 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, especially higher order skills within individual assessments.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- 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.

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.
- All subjects will produce an Assessment Record for each subject cohort and will share this with all stakeholders. Any necessary variations for individual students will also be shared and recorded by the Extenuating Circumstances Panel.
- The subject Assessment Record will outline the weighting each piece of assessed work has in terms of the overall grade achieved by students.
- Raw marks for individual pieces of will be stored centrally and in a holistic sense UMS marks applied to inform overall subject grades.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- In the interest of transparency, our centre's approach to arriving at teacher assessed grades, including subject assessment records, will be published on the school website and sent to the parents/carers by April 2021.

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

- 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 our centre 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 ensure that the subject Assessment Record will form the basis of decisions made regarding grades achieved. This ensures consistency and fairness across classes and teachers as all students have the same opportunity to evidence their ability.
- 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 will compare subject grade distributions to our centre's historic data for that subject as well as consider the prior attainment of the cohort and make adjustment if required.
- Where appropriate, we will endeavour to include evidence in subject assessment records which have been anonymised during the marking process.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by another subject specialist.

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.

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.

- 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 bring together other data sources (for example prior student attainment) 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 review during the QA process.

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.

- 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.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- We will omit subjects that we no longer offer from the historical data.

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.

- 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 illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, students are directed to follow our Extenuating Circumstances protocol. This includes completing an online application and on receipt of evidence of the circumstance this is reviewed by the Extenuating Circumstances Panel. If applicable, adjustments and variations are then applied and we will record, as part of the subject 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.
- In order to inform our Centre's approach to special considerations and extenuating circumstances we will ensure all members of the Extenuating Circumstances Panel

and the Head of Centre have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

- Members of the Extenuating Circumstances Panel include: Milena Collins, Deputy Headteacher, Trevor Dale, Assistant Headteacher and Markieu Hayden, Headteacher and Head of Centre.

Addressing disruption/differential lost learning time (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.
- Where possible, subject assessments have focussed on sections or topics rather than whole papers to support student workload and aid prioritisation.
- During periods of school closure or national lockdown, our centre provided remote live-teaching to ensure exam study could continue. Equipment was provided to students without access or students attended remote delivered lessons on the school site.

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;

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

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

- 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 ensure all subject assessment raw marks are stored centrally, initially at department level and then a copy provided to the senior leaders with oversight of the TAG process.
- 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).
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.

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 have been 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. In most circumstances, assessments have been completed in-class under exam conditions or in as a mock in invigilated conditions in an examination hall. Trained external invigilators have been used frequently in formal assessment periods to uphold correct invigilation processes and ensure these are being applied.
- For work completed online (for example during our remote provision) digital plagiarism checks have been applied to check work's individuality (for example via Google Classroom).
- In individual cases where plagiarism is suspected or deemed to have taken place, a letter informing parents of the plagiarism with evidence is supplied and the students' work is awarded zero and discounted as evidence. The incident is also recorded in the student's file.
- If a subject teacher does not trust the validity of evidence gathered in an assessment for a class/group of students (for example in remote assessments) but does not have evidence to support the identification of plagiarism, in the interest of professionalism the work cannot be used in subject Assessment plans and therefore should not be used to inform teacher assessed grades.
- 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 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.

- 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, have been shared with parents/guardian via the published letter on the school website and in recent school reports.

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.

- 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*.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts 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 if to separate duties and personnel to ensure fairness in later process reviews and appeals.

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.

- 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.

- 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:
 - 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.

- 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 will be 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.