

## 1. Statement of Intent

### 1.1. 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 centres 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, to give confidence.
- To ensure that centres carry out the process in line with our Trust values of integrity and respect.

## 2. Roles and responsibilities

### 2.1. Head of Centre:

- Will be responsible for approving our policy for determining teacher 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 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.
- Will ensure a robust internal and external quality assurance process has been produced and signed-off in advance of results being submitted.

### 2.2. Senior and middle leaders will:

- Provide training and support to 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.

### 2.3. Teachers / Specialist Teachers / 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.

#### 2.4. Examinations Officer

- Our Examinations Officer will be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- Will support with the collation of the moderation documents.

### 3. Training, support and guidance

#### 3.1. The Trust will provide:

- Overview training for leaders / teachers in schools on the general principles for determining teacher assessed grades in summer 2021.
- Provide a bank of assessment materials to complement those produced by the Awarding Bodies making use of internal expertise such as SLEs and those with experience of examining.
- Establish network meetings for subject leaders across the Trust to aid professional subject-specific dialogue, support, and challenge.
- Provide access to SLEs and those with previous examiner experience within the Trust and beyond where needed.
- Identify additional time to be given to staff to complete the activities needed to make the process robust.

#### 3.2. Centres will:

- Ensure teachers involved in determining grades attend any centre-based training to help achieve consistency and fairness to all students.
- Cascade training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- Ensure that all solo teachers involved in the determining of grades will have the opportunity to engage with a moderation process with staff beyond their own school.
- Provide mentoring from experienced teachers to NQTs and teachers less familiar with the assessment.
- Put additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

### 4. Use of appropriate evidence

4.1. Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence and further guidance provided by awarding organisations.

4.2. All available 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.

4.3. This section gives details in relation to each Centre's use of evidence. Centres will:

- Use student work produced in response to assessment materials provided by awarding organisation(s), including groups of questions, past papers, or similar materials such as practice or sample papers.
- Use non-exam assessment work (often referred to as coursework), even if this has not been fully completed, where appropriate.
- 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, where appropriate.
- Use substantial class or homework (including work that took place during remote learning), where appropriate.
- Use internal tests/mock exams taken by pupils over the course of study.
- Use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama, and PE.
- Ensure that the evidence covers the different assessment objectives in each of the subjects.

4.4. Use of exam board published Assessments will be used where appropriate with the content that has been taught. The evidence base recorded on the Assessment Record is likely to incorporate these materials that have been published to support the process along with previous examination papers and mark schemes.



- 4.5. Centres will use additional assessment materials appropriately 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.
  - Centres will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete, where appropriate.
  - Centres 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 has not been taught.
- 4.6. Centres will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:
  - 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.
  - 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.
  - 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.
  - Consider the specification and assessment objective coverage of the assessment.
  - Consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

## 5. Determining teacher assessed grades

- 5.1. Awarding teacher assessed grades based on evidence will be based on the following steps:
  - Heads of Department / Course Leaders will produce an Assessment Record for each subject cohort and will share this with the senior leadership team.
  - Heads of Department will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
  - 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 from the evidence base outlined on the Assessment Record.
  - Training activities will be led by the Head of Department / Course Leaders to ensure that there is a standardized approach to the awarding of grades this training will be informed by the materials and grade descriptors produced by the awarding organisations.
  - Any necessary variations for individual students will also be recorded, including consideration of differential lost learning.

## 6. Internal Quality Assurance

- 6.1. This section gives details of the Trust's approach to internal standardisation, within and across subject departments. Centres will ensure that all teachers involved in deriving teacher assessed grades read and understand this Trust Policy document.
- 6.2. In all subjects' centres will ensure that an internal standardisation process is carried out, within subject teams, using cross-trust collaboration opportunities or by contacting another local centre, as appropriate.
- 6.3. Centres 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.
  - Centres will conduct internal standardisation across all grades.
  - Centres 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.
- 6.4. Where necessary, centres will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by awarding organisation(s).
- 6.5. Where appropriate, centres will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s), in consultation with the Head of Department.
- 6.6. Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the SLT lead for outcomes, drawing upon learning from cross-trust collaboration opportunities or collaboration with another centre.
- 6.7. In respect of equality legislation, senior leadership teams will consider the range of evidence for students of different protected characteristics that are included in internal standardisation.



## 7. SLT Review of grades including comparisons to previous cohorts

- 7.1. Each centre will review the proposed grades to be awarded after a through rigorous standardisation and moderation exercises.
- 7.2. Data Leads will compile information on the grades awarded to our students in past June series in which exams took place (e.g., 2017 - 2019). Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale. The comparison of grades will consider:
  - The size of our cohort from year to year.
  - The stability of our centre's overall grade outcomes from year to year.
  - The use of variations.
  - Both subject and centre level variation in our outcomes during the internal quality assurance process.
  - Attainment on entry of cohorts (FFT can help with this at subject level).
- 7.3. Where proposed teacher assessed grades for a qualification require further investigation (viewed as lenient or harsh compared to previous cohorts), senior leadership teams will work with the data team and Heads of Department / Course Leader to:
  - Conduct further sampling exercises, using experienced subject specialists from within the Centre or Trust.
  - Ensure that grades determined are evidence based and that JCO guidance objectivity and fairness have been effectively considered and decisions have been appropriately recorded.
- 7.4. The Curriculum Lead in each Centre 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.

## 8. Access arrangements and Special Considerations

- 8.1. This section gives details of the Trust's approach to access arrangement and mitigating circumstances (special consideration).
- 8.2. Where students have agreed / approved access arrangements or reasonable adjustments (for example a reader or scribe) centres will make every effort to ensure that these arrangements are in place when assessments are being taken.
- 8.3. Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, centres identify this on assessment records and plan for alternative evidence to be obtained, if appropriate, logging any variation for individual students.
- 8.4. Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, centres will keep records of this and take account of this during the SLT review of grades phase of the Internal Quality Assurance process.
- 8.5. Centres will keep records of how they have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- 8.6. To ensure consistency in the application of Special Consideration, centres will ensure all teachers have read and understood the document: [JCO - A guide to the special consideration process, with effect from 1 September 2020.](#)

## 9. Objectivity

- 9.1. This section gives a summary of the arrangements in place within the Trust in relation to objectivity.
- 9.2. Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.
- 9.3. 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.
- 9.4. Centre's internal standardisation processes are designed to ensure that there are different perspectives to the quality assurance process, maximising opportunities for collaboration among staff teams.



## 10. Recording decisions and retention of evidence and data

### 10.1. Centres will ensure that:

- Teachers and Heads of Departments / Course Leaders maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- 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.
- Secure recording requirements for the various stages of the process are shared with staff to ensure accuracy is maintained.
- Staff involved in collating evidence are aware of secure storage procedures and that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with awarding organisation(s).
- All staff comply with obligations regarding data protection legislation.
- Grades accurately reflect evidence submitted.

## 11. Authenticating evidence

- 11.1. Centres will follow all guidance provided by awarding organisations to support determinations of authenticity of students work submitted in the basket of evidence.
- 11.2. Robust mechanisms will be put in place such as comparing the standard of a variety of assessments to support teachers in being confident that work used as evidence is students' own and that where there is concern that this is not the case, investigation into such instances is supported by an appropriate member of the senior leadership team.
- 11.3. It is understood that awarding organisation will investigate instances where it appears evidence is not authentic.

## 12. Confidentiality

- 12.1. All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- 12.2. 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.
- 12.3. Relevant details from this policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

## 13. Malpractice

- 13.1. 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.
- 13.2. All staff involved have been made aware of these policies and have received training in them, as necessary.
- 13.3. 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.
  - Failure to keep appropriate records of decisions made and teacher assessed grades.
- 13.4. 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.
- 13.5. Where a student or family member commits malpractice, inappropriate pressure on teachers / centres, school leaders will complete form JCQ M1.



## 14. Conflicts of interest

- 14.1. 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 the Head of Centre for further consideration.
- 14.2. The 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](#).
- 14.3. Centres will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

## 15. Private Candidates

- 15.1. Centres will support the entry of Private Candidates in Summer 2021 where candidates are already known to the Centre (e.g., ex-students) or where there is an existing relationship between the Centre and an external provider for supporting external candidates.
- 15.2. Centres will communicate clearly with all external candidates and external providers regarding the collation, validation and assessment of evidence following the JCQ Guidance on Private Candidates within the [JCQ Guidance on the Determination of Grades for A/AS Levels and GCSEs Summer 2021](#).
- 15.3. In undertaking the review of cohort grades in conjunction with our Centre results profiles from previous examined years, the grades determined by our Centre for Private Candidates will be excluded from our analysis.

## 16. External Quality Assurance

- 16.1. The following arrangements will be activated at each centre 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 but where data was previously recorded will be clearly identified 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 because 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.

## 17. Results

- 17.1. Centres will ensure the following arrangements are in place regarding 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 and personal Careers Information, Advice and Guidance, 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 kept up to date regarding specific arrangements for results days via each Centre website and direct communication as required.

## 18. Appeals

18.1. The following arrangements are in place to manage 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 will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Students 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 made available to parents/carers on each centre's websites.



Review Cycle:

Date of issue:

Next review due:

Policy owner (job title):

CEO

Approver:

Equality Analysis complete:





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