

**CENTRE POLICY: TEACHER ASSESSED GRADES
(SUMMER 2021)**



Policy Written: April 2021

Next review: Temporary Policy (COVID-19)

Governor Committee: Education

SLT responsible: Vice Principal (Academic)

Linked Policies: Examinations Policy; SEND Policy; Safeguarding Policy

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1. Purpose

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 Fulneck School in meeting its obligations in relation to equality legislation.
- To ensure Fulneck School 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 on how they will be assessed is clear, in order to instil confidence.

2. 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.

2.1 Head of Centre

- Our Head of Centre, Paul Taylor, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Fulneck 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.

2.2 Vice Principal (Academic) and Heads of Department

Our Vice Principal (Academic) 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 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/ SENCo

Our teachers and SENCo will:

- ensure they conduct assessments under 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. Teachers should make holistic decisions on the grades determined for each student, taking into account: the grade descriptors; the guidance on using grade descriptors in the JCQ 2021 Guidance document (both available on the JCQ website); and the exemplar material available from awarding organisations.
- 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 centre assessments, storing and retrieval of evidence around teacher assessed grades and managing the post-results services.

2.5 Data and Assessment Manager

Our Data and Assessment Manager will:

- be responsible for the administration and collation of teacher assessment data, and of our final teacher assessed grades.
- Oversee all input of final teacher assessed grades to awarding bodies.

3. Training Support and Guidance

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

- Teachers involved in determining grades in our centre will attend any centre-based standardisation meetings and 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.
- We will provide mentoring from experienced teachers to teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for all teachers as appropriate.

4. Use of appropriate evidence

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

- Teachers making judgements will do so with reference to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisations, including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work, even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- For IGCSE Mathematics we will be using Paper 1 as secure, unseen material that contributes to the teacher assessed grade and Paper 2 will be unseen material provided by Edexcel but will be carried out on a subsequent date but under examination conditions. The IGCSE Mathematics papers will be marked internally and as such we are not using the examination boards marking service.

4.1 Additional Assessment Materials

We will provide further detail in the following areas:

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- 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.

4.2 Appropriateness of Evidence

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.
- 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.

5. Determining teacher assessed grades

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

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.
- Examination board assessment materials will form the main part of teacher assessed grade decisions and will be used in all subjects which is an important step towards ensuring robustness of grades submitted.
- Assessments are to be completed in controlled condition, marked by each student's normal teacher. Should a student miss an assessment then the subject team will organise an opportunity for this to be conducted after school in a subsequent evening. If there are legitimate reasons why this cannot be caught up (illness / bereavement etc...) this assessment piece will be disregarded (not given as a zero mark).

Every student will have a grade issued in every subject that has been deduced from several sources, hierarchically:

- Examination materials provided by the examination boards
- Internal exam papers sat within class, prior to lockdown
- Coursework or similar controlled assessment sources (based on exam content)
- In-class tests and assessments and longer piece essays
- Book-work that clearly evidences examination criterion

It is important that Heads of Department have a clear understanding of how each grade is deduced and assessment materials are to be based on the work students have covered only. If part of the course has been provided when remote learning was not compulsory (and where potential disadvantage might occur, such as limited IT access at home, a suitable home learning environment, lockdown health issues) then this should not form part of the assessment evidence (and this noted on an individual student's assessment record).

6. Internal quality assurance

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

6.1 Head of Centre Internal Quality Assurance and Declaration

This section gives details of our approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers involved in delivering 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 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 organisations.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisations.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.
 - This appropriate member of staff will be agreed with Gemma Carver (Vice Principal – Academic).

- 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.

7. 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 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 and relative ability levels 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, address the reasons for this divergence. This commentary will be available for subsequent 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 include grades from International GCSEs (Mathematics).

We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

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

- We will omit subjects that we do not offer (for the current examination cohort) from the historical data.
- Baseline data (MidYis, Yellis and Alis) will be used to establish the similarity of the 2021 examination cohorts to historic cohorts over the past three years. These comparisons will be considered when judging the stability of centre outcomes over time and justifying teacher assessed grades for the current examination cohort.

8. Access Arrangements and Special Consideration

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

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

- Where students have agreed access arrangements or reasonable adjustments (for example, a reader or scribe) we will ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence will be obtained for that pupil.
- 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.](#)
- Every effort will be put in to allow students to take a missed assessment, internally within the department, in the first instance.

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.
- Heads of House will help supply Heads of Department with information about students who have been significantly impacted during lockdown.

9. Objectivity

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

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

Senior Leaders and Heads of Departments will consider:

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

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

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

- unconscious bias is more likely to occur when quick opinions are formed; and our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

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

10. 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 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 on the overview document.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

10.1 Authenticity of Evidence

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

- Robust mechanisms, which will include assessment sat under exam conditions with invigilators, set seating plans and learners declarations will be in place to ensure that teachers are confident that work used as evidence is the learners' own and that no inappropriate levels of support have been given to learners 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 (AQA, Eduqas, OCR, Pearson, WJEC) to support these determinations of authenticity.

11. Confidentiality, Malpractice and Conflicts of Interest

11.1 Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- 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/guardians via letter.
- Results of the pre-Easter assessments will be published to students in April to aid transparency. Students have been made aware that these assessments are only one piece of information that may contribute to their final teacher assessed grades. A timetable of further assessments will be published post-Easter. All students will be informed by each subject of the key content required to be studied for each assessment.

11.2 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.

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.

11.3 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.

12. 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.

13. 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-Level 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.

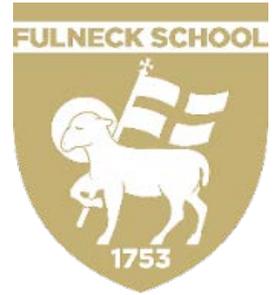
14. Appeals

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 will be 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.
- 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/students.

Appendix 1



Head of Department Checklist FOR A LEVELS AND GCSES (SUMMER 2021)

Background

A Head of Department checklist should be completed for each subject before submitting the grades for internal standardisation.

The checklist is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained.

You should take account of the guidance provided in the document: JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021

Head of Department Checklist

Fulneck School

[ADD DEPARTMENT NAME HERE]

[ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Maths)]

The Head of Department must complete the following checklist/declaration before submitting subject outcomes for internal standardisation.

Declaration	Y/N
1. Students' grades have been determined using only the evidence detailed in the subject's Assessment Record, including any variations for individual students.	
2. Where applicable, the students were given their approved access arrangements whilst producing the evidence contributing to the final grade and the access arrangements have been documented in the Assessment Record.	
3. Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was taken into account in determining candidates' grades according to the document <i>JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021</i> , and this has been documented in the Assessment Record.	
4. The evidence has been authenticated as the candidates' own work.	
5. Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved schools or is dual registered).	
6. The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. Significant deviations are explained below.	
7. At departmental level, we have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidate, where appropriate, by all teachers.	
8. At departmental level, the teaching team have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments).	
9. A review has been completed in line with the school assessment and teacher assessed grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and any adjustments made at a Department level. These records are readily available.	
10. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.	
11. The teacher assessed grades for this subject have been signed off as being accurate by the Head of Department and one other teacher within the department. <i>[Note: the Head of Centre may provide the second signature where there is a one teacher department.]</i>	
Provide detail and justification where you have indicated N to any of the above:	

Head of Department Name: _____

Signature: _____

Date: _____

Second Teacher Name: _____

Signature: _____

Date: _____

