



**Centre Policy for determining teacher assessed grades in
Summer 2021.**

Burton Borough School Centre Policy for determining teacher assessed grades –
Summer 2021

Statement of intent:

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 and Ofqual 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 that 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:

Head of Centre

- Our Head of Centre, Krissi Carter, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

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.
- 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.
- 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.
- Sign off all grades, alongside another subject expert within the school, before grades are submitted.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Teachers/ Specialist Teachers / SENDCo

Our teachers, specialist teachers and SENDCo 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.
- Record all marks for assessments contributing to the final grade on a department tracking grid.
- Provide a summative comment for each student to explain how the various pieces of evidence have been used to determine a final grade.
- record any necessary variations for individual students and inform Head of Department so that it can be included on the Assessment Record.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

In addition, the SENDco will be responsible for ensuring students with agreed access arrangements receive these in their assessments.

Examinations Officer

Our Examinations Officer will:

- be responsible for the running of the formal assessment series in April/May.
- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- be responsible for the download of the relevant information and data from the school network as a preventative measure against the loss of data in a cyber-attack.

Training, support, and guidance

Training

- All teachers and staff involved in determining grades in our centre will attend centre-based training to help achieve consistency and fairness.
- Centre-based training includes training on objectivity, unconscious bias and JCQ's worked examples.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- A large, representative sample of work will be moderated to ensure consistency and objectivity.
- Senior leaders will attend the ASCL webinars and disseminate information to middle leaders.
- Every department consists of colleagues who are exam-board trained and most departments consist of colleagues who are external examiners.

Support for Newly Qualified Teachers and teachers less familiar with assessment

- We will provide further support and guidance 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.

Use of appropriate evidence.

This section gives details in relation to our 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.
- Teachers making judgements will have regard to the Grade Descriptors as provided by JCQ, in addition to relevant mark schemes published by the awarding organisations.
- All marks from assessments which contribute to final grades will be retained and stored centrally, alongside details of the assessment and mark schemes used. These will be used for the school's internal quality assurance and made available for the purposes of external quality assurance and appeals.
- Any assessments taken from March 24th onwards which contribute towards final grades, alongside relevant documentation including details of the assessment used and mark schemes, will be retained and made available for the purposes of external quality assurance and appeals.

We will use a range of evidence to determine evidence-based, fair and honest grades for students. The range of evidence includes:

- 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.
- 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, follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- internal assessments 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.
- Due to the low-level of control over work completed at home, we will limit the use of homework in contributing towards final grades. If any homework is used, it will have a lower weighting when determining final grades.

We provide further detail in the following areas:

Students absent from school for formal assessment period (April/May 2021)

- If students are not in school on the date that they are due to sit their formal assessment, we will provide the student with another opportunity to take the assessment in school but will ensure that they sit a different exam paper in order to maintain the integrity of the evidence.
- If a student is unable to come into school to take an assessment due to ill health, we will provide an opportunity for them to take the assessment at home as long as medical evidence is provided. Appropriate measures will be taken to ensure the integrity of the assessment; invigilation will take

place over Microsoft Teams and the paper will be collected and dropped off within 30 minutes of the start and end time.

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 in a formal assessment or whether it was lower control as an end-of-topic test.
- We will ensure that we are able to authenticate the work as the student's own and ask all students to sign a declaration to state that the work is their own.
- For any students who complete work outside of school, (for example, those who are at an alternative provider or complete assessments at home under medical advice) their alternative provider/parents will sign a declaration to say that assessment conditions were met.
- We understand 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. These assessments will only be used to calculate a final grade for a student if there is no other evidence available; these assessments will also have a low level of control.
- 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.

Determining teacher assessed grades.

We give details here of our centre's approach to awarding teacher assessed grades based on evidence.

- 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.
- A representative sample of assessments will be moderated to ensure that grading decisions are objective and honest.
- Our Heads of Departments will produce an Assessment Record for each subject cohort and share this with the teachers in their department.
- Teachers will share any necessary variations for any students that they teach with the head of department so that this can be made very clear on the Assessment Record for the whole cohort.
- Our teachers will write a narrative for every student they teach, explaining how the evidence has been used to determine a final grade.
- All staff involved with determining teacher-assessed grades will have training on objectivity and unconscious bias.

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments, 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 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
- All teachers will have training using the Worked Examples document from JCQ to help teachers determine final grades for students.
- We will conduct internal standardisation across all subjects and grades.
- All Heads of Departments will work with the teachers in their subject areas to put the whole cohort of students in a rank order. This will assist with the internal quality assurance process when we discuss the evidence and the students with heads of departments.
- 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 reflect on and review 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, we will look to find another school who can assist with the moderation process. We will also ensure that the output of this activity will be reviewed by an appropriate member of staff within the centre.
- 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.
- In respect of equality legislation, moderation will be prioritised for students with protected characteristics to eliminate unconscious bias.

Comparison of teacher assessed grades to results for 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 June 2017, June 2018 and June 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.
- Each head of department will prepare a succinct narrative on the outcomes of the review of historic data and addressing the reasons for any divergence for 2021 results, including for groups of students with protected characteristics.
- We will prepare a succinct narrative on the whole-school outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, will 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 omit subjects that we no longer offer from the historical data.

Access Arrangements and Special Considerations

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 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, this will be noted on that particular assessment and the assessment will either be disregarded entirely, or the student will have the opportunity to complete another assessment with the appropriate access arrangements.
- 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
- All students will be made aware of the assessments used to determine their grade. A separate email account will be created for the purposes of logging any concerns raised by students or their families with regards to these assessments and any potential mitigating circumstances so that this communication is logged and can be acted upon as necessary.
- This email address will be available for students, families and teachers so that all necessary communication is documented.

Addressing disruption/differential lost learning (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 a student has missed a substantial amount of teaching due to absence, assessments will be adapted so that they are only assessed on content which they have been taught.
- If a student has missed a whole topic area and been absent in any of the revision for that topic, the teacher marking the assessment will not take their mark for that question or set of questions into account when determining the student's grade.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to 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.
- unconscious bias is more likely to occur when quick opinions are formed.

All staff with responsibility for determining teacher-assessed grades will have training in reducing/eliminating unconscious bias and the different types of unconscious bias:

- Confirmation bias
- The halo effect
- The primacy and recency effects
- Selective perceptions
- Contrast effect
- Exception effect
- Conformity bias
- Affinity bias

To reduce/eliminate unconscious bias, heads of departments will ensure that a large sample of assessments are moderated by a subject expert. The sample will be both random and risk-based. The risk-based sample will include:

- students who may present either positive or challenging behaviour/attitudes
- students with protected characteristics
- students who need to evidence a certain standard to reach their post-16 education provider.

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process. To reduce the possibility of unconscious bias affecting the consideration of evidence, all staff will have training on unconscious bias and the evidence of students with protected characteristics will be prioritised for moderation and internal standardisation. In addition to the teacher-assessed grades specific unconscious bias training, all staff had training on unconscious bias in 2019.

Recording decisions and retention of evidence and data

This section outlines our approach to recording decisions and 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.
- Each teacher will complete a narrative for every student in their class, explaining how the evidence collected has been used to determine their final teacher-assessed grade.
- 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 organisations.

This section gives details of our approach to ensuring the retention of data in the event of a cyber-attack.

- The relevant folder from the school network will be downloaded at regular intervals so that no data is lost in the event of a cyber-attack.

Authenticating evidence

This section 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 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. These robust mechanisms include:
 - Use of external invigilators in December 2020 mock exam series and April/May 2021 assessment series
 - Assessments completed in the formal assessment series in April/May are completed by all students at the same time. If any student misses an assessment, they will sit a different assessment on a different day to maintain the integrity of the evidence.
 - All staff involved in the grading process are to have training on examples of malpractice.
 - The biggest portion of evidence used will be work completed under a high-level of control e.g., mock exams and formal assessments; teachers will be vigilant when looking at the evidence and use their professional judgement, with the guidance of heads of department and the senior leadership team, if they see a significant difference between work done with a high level of control and work done with a low level of control.
 - The views of private tutors will only be taken into account for those students who are taking qualifications in heritage languages where we have no language specialist in school. All heritage language tutors will sign a declaration to state that they are confident that the work is the students' own.
 - Assessments completed with a high level of control will hold greater weighting over those completed with low or medium levels of control.
 - Teachers will take a holistic view of all the evidence for a student so that any evidence which does not look authentic can be reported to head of department, senior leadership team and exams officer for investigation.
 - If a student submits evidence which has been plagiarised, we will consider this as malpractice and report this to the awarding organisations in the normal way using the JCQ1 form.
 - All students will sign a declaration to state that the evidence is all their own work.
 - In the rare event that a student sits a formal assessment at home (students with medical guidance only), the student will have an invigilator on Microsoft Teams and the paper will be collected and dropped off within 30 minutes of the assessment being completed.

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 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.

Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- 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 or 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.

Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

External Quality Assurance

This section outlines the arrangements we have 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, 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. Prior to March 24th, this may be marks, mark schemes and details of the assessment; for any assessments taking place after 24th March, this will include the addition of the students' work.
- 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.

Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- Where it has been necessary to utilise different approaches, the JCQ Guidance on Private Candidates has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
- 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 have been excluded from our analysis.

Results

This section details our approach to 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, 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/students have been made aware that GCSE results day is earlier this year on 12th August.
- Parents/guardians/students will be made aware of the specific arrangements for results day by the end of the academic year.

Appeals

This section details our approach to managing appeals swiftly and effectively, 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 have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Students will be made aware of the process and timeline for appeals before the results are issued.
- Students will be appropriately guided to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations including any priority appeals.
- 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 in advance of GCSE results being issued.

Our own timeline for appeal window

At the time of writing this policy, it has not yet been made clear what constitutes a priority appeal. This section is working on the assumption that priority appeals will be for A-Level students and English & Maths GCSE grades.

12th August to 7 September - priority appeals window

- 10 August to 16 August: student requests centre review
- 10 August to 20 August: centre conducts centre review
- 12 August to 23 August: centre submits appeal to awarding organisation

12th August to end October - majority of non-priority appeals take place.

- 12th August to 3 September: student requests centre review
- 12th August to 10 September: centre conducts centre review
- 13th August to 17 September: centre submits appeal to awarding organisation