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## THE WHITE HORSE FEDERATION POLICY FOR CENTRE DETERMINED GRADES IN 2021

Version 10: 25.05.21.

This version of the guidance sets out the school's approach to centre determined grades, as the information is available. Further versions will be published as more information is shared by the examination board; Ofqual and/or DfE.

### 1. Statement of Intent

- 1.1 This Assessment Approach ("approach") is designed to outline how schools within The White Horse Federation (TWHF), as examination centres, will apply the 'Guidance on Alternative Arrangements for Approved GCSEs, AS and A levels' provided by Ofqual, the examination regulator, to help determine grades in 2021.
- 1.2 This policy only applies to those qualifications GCSE, AS and A level, which are regulated in England. For the very few qualifications outside of this remit, the school will apply the relevant guidance once it is published.
- 1.3 In January 2021, the Secretary of State announced that there would be no summer examination series for students taking GCSEs, AS levels or A levels in 2021, and it was confirmed that these qualifications would be awarded using Centre Determined Grades. This means that individual examination centres, such as schools and colleges, would determine the actual grades awarded for each qualification.
- 1.4 By sharing its approach, TWHF is seeking to offer clarity and confidence to students, staff and families. Furthermore, it provides an overview on the decisions teachers will make; how teachers will make these decisions; and identify the evidence teachers will be utilising to support the decision-making process.
- 1.5 The examination regulator has made clear that it "should not be any easier or more difficult for students to attain their grades in 2021, than in previous years". In practice this means the standard expected for any particular grade will not be lowered or increased in 2021, the use of Centre Determined Grades acknowledges that the volume of work completed by a student will be less than in previous years, owing to the ongoing impact of the global health crisis. Therefore, the use of Centre Determined Grades seeks to ensure students are not unfairly disadvantaged by the process. At the same time, they are designed to enable all students to progress to their next stage of learning and/or employment.

### 2. Roles and Responsibilities

- 2.1 The specific roles and responsibilities of staff, at a range of levels, in terms of qualifications remain largely unchanged from other examination series. However, for awards in 2021, the following roles and responsibilities apply in terms of the determination of grades

#### The Headteacher/Head of Centre

- 2.1.1 The Headteacher, Our Head of Centre (Mr J Morgan) will be responsible for approving our policy for determining teacher assessed grades.
- 2.1.2 The Head of Centre/Headteacher, has overall responsibility for the qualifications offered at the school, as well as ensuring due care and regard is taken to account for the school's legislative and regulatory duties, as an examination centre.
- 2.1.3 The Head of Centre/Headteacher is responsible for ensuring the planning and management of centre determined grades, in line with existing policies and practices, are conducted efficiently and in the best interest of all students. The Headteacher, working closely with the Sector Leader, is responsible for ensuring that publicised processes are followed by all staff. This includes internal quality assurance processes at subject level and school level. The Headteacher will ensure that appropriate training for all staff involved in the determination of grades is provided.

- 2.1.4 The Headteacher will work closely with the member of the Raising Standards Leader (RSL) who acts as Internal Lead Verifier, to ensure that quality assurance processes at school level are robustly followed. This includes ensuring that each qualification has successfully completed internal moderation of evidence, while all decisions are recorded in line with exam board protocols. The Headteacher will also be responsible for overseeing internal processes, where a concern is raised by staff, regarding the authenticity of students' work provided and/or where a student wishes to review a Centre Determined Grade (see section 17).
- 2.1.5 Our Head of Centre/Headteacher has overall responsibility for the Devizes School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- 2.1.6 Our Head of Centre/Headteacher 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.
- 2.1.7 Our Head of Centre/Headteacher will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted. Our Head of centre will also have responsibility post results services and support.

#### **Senior Leaders and Heads of Department**

- 2.1.8 Senior leaders and subject leaders will be responsible for ensuring processes within the department they lead meet the requirements of the publicised Exam Board Qualification Assessment Framework. This includes setting tasks from exam board past-paper materials, to enable all students within the cohort, to demonstrate what they know and understand. This is designed to enable them to have the opportunity to achieve the highest possible grade. Subject leaders will also ensure that internal moderation of work is undertaken to ensure standardisation across the team they are responsible for, which includes accurate records of internal processes. Subject leaders will also be responsible for managing the accurate recording of outcomes and associated decision-making for each qualification. Subject leaders will ensure that students entitled to access arrangements have these in place for the qualifications they are responsible for.

#### **In addition Senior Leaders and Heads of Department will:**

- a) provide training and support to our other staff;
- b) support the Head of Centre in the quality assurance of the final teacher assessed grades;
- c) ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects;
- d) be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it;
- e) ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade;
- f) ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications;
- g) ensure teachers have the information required to make accurate and fair judgments;
- h) ensure that a Subject Leader Checklist is completed for each qualification that they are submitting.

#### **Teachers, Specialist Teachers and the SENCO**

- 2.1.9 They 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.

- 2.1.10 They will 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.
- 2.1.11 They will 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.
- 2.1.12 They will 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.
- 2.1.13 They will securely store and be able to retrieve sufficient evidence to justify their decisions.
- 2.1.14 The SENCO will ensure that all staff are aware of the necessary access arrangements in place for students, including reasonable adjustments for students who are entitled to these. In addition, they will coordinate the provision of additional support to help students achieve the course aims, as they would do in normal circumstances.
- 2.1.15 Teaching staff will ensure that evidence is gathered within the published schedule and that activities set, follow the expectations set by subject leaders and relevant Exam Board Qualification Assessment Frameworks. Teachers must make students aware of the nature and criteria of the task set and ensure students understand when an activity will contribute towards the determination of a grade. Teaching staff will collect and store submitted work securely. They will ensure that reasonable adjustments for identified students are met. Teachers will mark submitted work within the agreed timeframes, set by subject leaders. Teachers will not provide students with an opportunity to improve their work, once submitted. Teachers will work with relevant subject leaders to ensure that students entitled to access arrangements, within their designated classes, have these in place.

#### **Examinations Officer**

- 2.1.16 The Examinations Officer is responsible for managing the administration of qualifications. This includes coordinating the collation of entries of students to the appropriate qualifications, as well as assisting subject leaders and members of the leadership team, specifically those with responsibility for examinations and Headteacher to ensure agreed processes are followed and for managing the post-results services.

### **3. Training Support and Guidance**

- 3.1 The school will provide full training and guidance for all staff to explain the Centre Policy and also ensure staff at all levels understand how to determine teacher assessed grades in line with the Joint Council for Qualifications guidance. The school will ensure that appropriate training is provided to staff at all levels in order to ensure that the assessment plan, and associated processes, are implemented fully.
- 3.2 In addition to providing training on the assessment plan and associated actions for staff at all levels including specific training for NQTs. The school will revise its existing training programme to help manage staff workload. Specific training any centre-based training to help achieve consistency and fairness to all students. In addition it will address how to avoid unconscious bias when assessing work will be provided for all staff involved in the marking of evidence.
- 3.3 Mentoring will be provided from experienced teachers to NQTs and teachers and new subject leaders who are less familiar with assessment.
- 3.4 Identified staff will also attend specific training on equalities issues, including public sector duties; managing conscious and unconscious bias; data processing and data protection, with particular reference to fair processing notices.

- 3.5 Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- 3.6 Additional support and, where appropriate, quality assurance measures should be provided by the head of department for newly qualified teachers or single person departments.
- 3.7 This will be agreed on a case-by-case basis but may include, for example, Senior Leaders or the Headteacher the outcomes after comparing with outcomes in associated subject areas where applicable. In the case of small subject departments, subject leaders will collaborate with other schools within the TWHF.
- 3.8 Each school will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

#### **4. The Use of Appropriate Evidence**

- 4.1 Teachers making judgements will have full regard to the JCQ, awarding body and Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- 4.2 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.
- 4.3 The school will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- 4.4 The school will use non-exam assessment work even if this has not been fully completed.
- 4.5 The school 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.
- 4.6 The school will use substantial class or homework (including work that took place during remote learning) will be used.
- 4.7 Appropriate internal tests taken by pupils will be used.
- 4.8 The school will use mock exams taken over the course of study where applicable.
- 4.9 The schools 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.
- 4.10 The Centre Determined Grade will be generated using evidence of work completed by a student, using the adapted specification content.
- 4.11 The school 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.
- 4.12 Additional assessment materials will be used to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- 4.13 The school will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- 4.14 The school 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.
- 4.15 The number of pieces of evidence required to determine a grade will vary per qualification. Teachers will ensure there is sufficient opportunity for students to provide clear evidence to demonstrate competency against the key themes and skills, as specified in each Exam Board Qualification Assessment Framework. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications. Teachers will ensure that the generation of evidence does not create unnecessary duplication of work.

- 4.16 The evidence generated will not be completed in the form of an examination. However, students will produce work within a specified timeframe, to reflect the volume of work. It is anticipated that the time to produce evidence would not exceed the length of the unseen examination in the qualification. However, unlike an unseen examination, evidence would be produced over a series of not more than five lessons.
- 4.17 Work will be completed independently by students, under similar 'control levels' to existing arrangements, which are supervised by teachers, for non-examination assessment. This is to ensure evidence produced is the student's own. Wherever possible, this work will be completed in class in place of standard work, which is then assessed.
- 4.18 The school 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.
- 4.19 The school will put in place mechanisms to 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. For example students required to self-isolate then work will need to be completed at home. However, where this is the case, the school will introduce mechanisms to support authenticity of student's work by ensuring the student's camera is switched on during the live session; and work is immediately submitted at the end of the set timeframe. In addition, the school will consider work produced against previously assessed work to verify authenticity, where the evidence submitted is atypical of the usual standard by the student
- 4.20 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.
- 4.21 In planning the assessments consideration will be given to the specification and assessment objective coverage of the assessment.
- 4.22 The depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments will be considered. Subject leaders will ensure that the maximum breadth and depth of knowledge and skills is covered across the complete assessment schedule.
- 4.23 Subject leaders 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.
- 4.24 Subject leaders will develop individual assessment plans for the qualifications they are responsible for, which will be shared and approved by the Headteacher, as Head of Centre. The quality assurance measures undertaken to authenticate the work of students; and measures to ensure any and all appropriate needs are met.
- 4.25 Subject leaders will plan content and assessments factoring in the specification and assessment objective coverage across a range of assessments.
- 4.26 To ensure students understand how grades are determined and which work will be used as evidence, the school will publish a schedule that indicates when the production of evidence will take place. This also ensures the production of work is evenly distributed over the set timescale.
- 4.27 All assessment evidence used to determine student grades will be securely stored centrally in an examination level approved securely locked cupboard.

## **5. Determining teacher assessed grades**

### **Awarding teacher assessed grades based on evidence**

- 5.1 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.
- 5.2 A record will be kept by teachers of how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- 5.3 Our teachers will produce an Assessment Record for each subject cohort and will share this with their Subject Leader. Any necessary variations for individual students will also be shared.
- 5.4 For each qualification, teachers will make use of Assessment Frameworks provided by each of the Exam Boards which include descriptors for key grades to support the accurate distribution of awards. Each grade awarded by the school must be underpinned by robust evidence to demonstrate a student's attainment across key themes and skills. These will vary per qualification, as determined by the requirements of each Exam Board Qualification Assessment Frameworks.
- 5.5 It will not be possible or permitted for teachers, or the school, to attempt to issue a Centre Determined Grade based on professional prediction or the potential of a student. Teachers will be required to apply their professional judgement and decide whether the knowledge and skills demonstrated meet the usual standard for a specified grade.
- 5.6 In determining grades, the school will be required to make 'best-fit' judgements. This means that students are not required to demonstrate all aspects of a grade descriptor to be awarded the grade; students should be awarded a grade which supports evidence of attainment across sufficient breadth of content, within the specified qualification, as determined by exam boards; and may achieve the same grades by demonstrating different combinations of knowledge, skills and understanding. This ensures that strengths in some areas counterbalance shortcomings in others. As a result, the 'best-fit' grade may be awarded.
- 5.7 Where there is insufficient evidence, or where evidence suggest attainment is below that required of the lowest grade for a qualification (ie. grade 1 at GCSE; E grade at AS/A level) then a student will be awarded a Centre Determined Grade of 0/U.
- 5.8 Where there is only one teacher, the Raising Standards Leader and Vice Principal (Mr D Fiddament) will review.

## **6. Internal Quality assurance**

- 6.1 In line with usual practices, exam boards will require internal processes to be undertaken to promote consistency. The school will undertake quality assurance processes, within subjects and across subjects, to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination. The school will ensure training is provided to all staff to support this.
- 6.2 We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document. This policy will be part of the training and will be published. Reference to the policy will be made when moderating grades and the arrival to the grades.
- 6.3 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.
- 6.4 We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - a) Arriving at teacher assessed grades
  - b) Marking of evidence
  - c) Reaching a holistic grading decision
  - d) Applying the use of grading support and documentation



- 6.5 Subject leaders will ensure that a process of internal standardisation across all grades takes place before each assessment is sat by the students.
- 6.6 The school ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- 6.7 Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- 6.8 Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- 6.9 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 school. This will be the Raising Standards Lead and Vice Principal Mr D Fiddament.
- 6.10 Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all students. The school will apply the following approach to the assessment of evidence:
- 6.10.1 The teacher will assess the students' work in red pen, using exam board mark schemes to support the accurate award of grades. Subject staff will undertake moderation activities, to establish standardised approaches to assessments. These should take place as soon as is reasonable and practicable, once the evidence has been submitted;
  - 6.10.2 Subject leaders will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work;
  - 6.10.3 Moderation activities may involve a number of teachers. Therefore, where a piece of evidence is moderated, additional comments by a separate member of staff will be made in green pen;
  - 6.10.4 Subject Leaders will review any discrepancies, with comments made in purple pen;
  - 6.10.5 Moderation will take place between schools within the TWHF to ensure there is consistency and accuracy between centres. Records of trust-wide moderation will retained by each individual school;
  - 6.10.5 At all stages, appropriate forms (either provided by the exam board or school developed) will be retained as evidence to support the final determined grade.
- 6.11 No one member of staff will be able to both assess and verify the evidence of a student. In departments where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre. Similarly, any staff who have a conflict of interest (eg. Teacher who is a relative of or known to a student), will need to be declared, and suitable mitigation put in place to ensure the process is not compromised (eg. Teacher not involved in either assessment or verification of work).
- 6.12 The school will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance. Where an examination cohort size is lower than 15 then the whole cohort will be moderated. For larger samples, the school will ensure that evidence is considered from a range of student profiles, from more able students to those with additional learning needs; and those students with protected characteristics. All work sampled will be marked anonymously to mitigate the risk of conscious and/or unconscious bias.
- 6.13 The school will share and review its processes of determining grades with other schools within TWHF and to ensure standardisation. This will involve the Sector Leader to provide a further degree of objectivity. This layer of quality assurance does not form part of Ofqual's regulatory framework. However, it is designed to ensure the process applied is valid, reliable and fair.

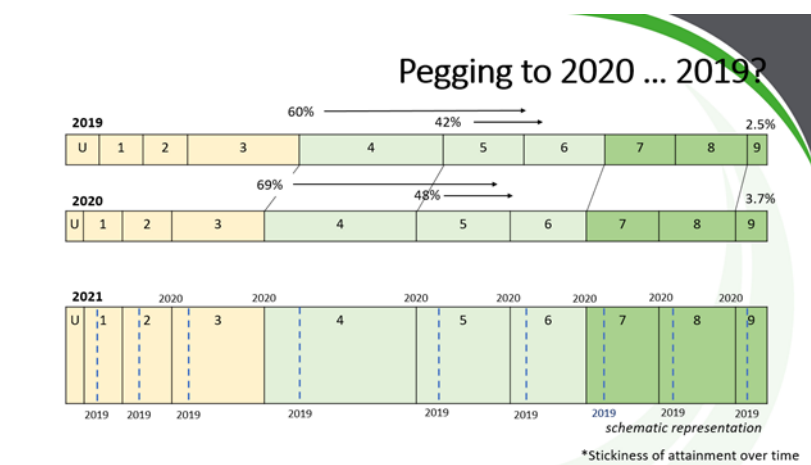
- 6.14 Schools will be required to submit samples of students' work upon request from exam boards and in accordance to Ofqual guidance. Application of the school policy will ensure the tight turnaround time will not cause additional stress to staff.
- 6.15 In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

## **7. Comparison of grades to results for previous cohorts**

- 7.1 The school will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- 7.2 The school will consider the size of our cohort from year to year and compare value added scores per subject especially at A level to check for atypical results
- 7.3 The school consider the stability overall grade outcomes from year to year and look for patterns and atypical results. The school will use FFT and other data packages to reduce the risk of artificial grade inflation.
- 7.4 The school will consider both subject and centre level variation in outcomes during the internal quality assurance process. This process will involve teachers, subject leaders, heads of year and senior leaders.
- 7.5 The school 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.
- 7.6 The school 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.
- 7.7 Each school is expected to consider the grades for this year's cohort compared to cohorts from previous years when exams have taken place, to make sure they have not been overly lenient or harsh in their assessment for 2021.
- 7.8 This approach is as far as we can go to take account of the disruption caused by the pandemic, but without breaking the link between students' attainment and the grade they receive. This link is important if grades issued in 2021 are to be meaningful for those who use them for selection.
- 7.9 We recognise that overall outcomes for 2021 are likely to be different to those of previous years given that exam boards will not be in a position to award against standards established through national examinations as in a normal year.
- 7.10 The school will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- 7.11 The determination of grades in 2021 focus on the use of criteria, but on less of the curriculum and more focused assessment, which takes account of lost learning.
- 7.12 This will be achieved because teaching and assessment will support performance on specific (seen) aspects of the curriculum in 2021; supporting improved performance that will then be comparable to the 2019 unseen examinations; counter balancing the lost learning time.
- 7.13 We will consider the grades for this year's cohort compared to 2017 to 2019 to make sure we have not been overly lenient or harsh but only after grading judgements have been made and reviewed.
- 7.14 We will consider the stability of our centre's overall grade outcomes from year to year.



- 7.15 Essentially students will be awarded grades somewhere between 2019 and 2020, realistically closer to 2020 or above.
- 7.16 We will prepare a narrative on the outcomes of the review against historic data which, in the event of divergence from the results attained in previous examined years, will address the reasons why. This commentary will be available for subsequent review during the QA process.
- 7.17 We will compile historical data giving appropriate regard to the mix of A\*-G and 9-1 grades in GCSEs. Using the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- 7.18 We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- 7.19 We will omit subjects that we no longer offer from the historical data (for example, Italian GCSE).
- 7.20 We will review the grades awarded to students with protected characteristics.



## 8. Equalities and Data Protection

- 8.1 In line with existing policies in relation to Public Examinations and Controlled Assessment, the school will ensure it is compliant with its Public Sector Equality Duty. Specifically, legislation in relation to Equality Act, Special Educational Needs and Access Arrangements.
- 8.2 The school will ensure that it is compliant with data protection and data processing regulations. This may result in modifications to existing policies in place.

## 9. Application of special consideration and access arrangements

- 9.1 The school will apply the exam board published special considerations document to those students who meet the specified criteria.
- 9.2 As is standard, the school may require evidence to demonstrate that the student meets the criteria.
- 9.3 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.
- 9.4 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 obtained.

- 9.5 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.
- 9.6 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.
- 9.7 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.

#### **10. Addressing disruption/lost learning**

- 10.1 While there is no set requirement for the minimum amount of content that students must have been taught, Heads of Centres will be required to confirm that students have been taught sufficient content to form the basis for a grade.
- 10.2 Grades will be based on teachers' assessments of the standard at which students are performing and will be based on the student's demonstrated knowledge and skills. As per the guidance students do not have to have completed a mandated amount of content or demonstrate skills, knowledge and understanding across every area of the specification as they would normally.
- 10.3 Teachers will grade each student on their performance in the subject content they have been taught and will base their assessment on the student's demonstrated knowledge and skills.
- 10.4 If the content for any of the pieces of evidence have not been taught, the teacher will remove that piece of evidence entirely or remove the questions that assess that specific content.
- 10.5 Where teachers need to remove any evidence at this point, they will consider whether they need to and can replace it with anything else.

#### **11. Objectivity**

- 11.1 Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.
- 11.2 Senior Leaders, subject leaders and the Head of Centre will consider: sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions).
- 11.3 They will put in place training and procedures to minimise bias in questions and marking and hidden forms of bias); and bias in teacher assessed grades.
- 11.4 To ensure objectivity, all staff involved in Centre Determined Grades will be made aware through training and policy that unconscious bias can skew judgements; the evidence presented should be valued for its own merit as an indication of performance and attainment.
- 11.5 Teacher will not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.
- 11.6 The process of determining grades will ensure that there are checks at a number of levels including grades being signed off by the teachers and subject leader, whilst grades will be moderated by middle and senior leaders to ensure they are an accurate representation of the ability the student has demonstrated and the grade applied is best fit. This process avoid quick opinions and decisions being formed thus significantly reducing the potential for unconscious bias
- 11.7 Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.
- 11.8 Each Centre Determined Grade will be a holistic professional judgement, balancing different sources of evidence and data.

- 11.9 In order to achieve objectivity schools will only take account of existing records and available evidence of a student's knowledge, skills and abilities in relation to the subject.
- 11.10 This evidence will inform teachers' professional judgements about each student's performance. Other factors should not affect this judgement, including characteristics protected under equalities legislation such as a student's sex, race, religion/belief, disability status, gender reassignment or sexual orientation.
- 11.11 Similarly, judgements will not be affected by a student's behaviour (both good and poor), character, appearance or social background, or the performance of their siblings.
- 11.12 To avoid unconscious bias, centres are urged to reflect on and question whether they may have any preconceptions about each student's performance and whether their perception of the evidence might be affected by any irrelevant factors:
- a) Confirmation bias, for example noticing only evidence about a student that fits with pre-existing views about them;
  - b) Masking or halo effects, for example where a particular view about an aspect of a student hides, or overly accentuates, their actual knowledge, skills and abilities;
  - c) Recency effects, for example giving undue weight to the most recent interaction with a student or the most recent piece of work done by a student;
  - d) Primacy effects, for example giving undue weight to 'first impressions' of a student;
  - e) Selective perceptions, for example giving undue weight to a student's performance on a particular part of the content of the specification rather than considering performance across all the material that they have been taught;
  - f) Contrast effects, for example over-estimating a student's likely performance having first considered a large number of students who are all at a much lower standard;
  - g) Outlier effects, for example, under-estimating a student's performance if it is significantly out of line with (above or below) other students in that centre, for example some students may have performed less well during periods of remote learning.
- 11.13 In order to address the effects of unconscious bias on objectivity, each school will take the following steps:
- a) Students' assessments during the final window are anonymised and only candidate numbers are added to the top of the submitted work;
  - b) Teachers do not have access to any assessments which are set by the subject leader and validated by the Senior Leader;
  - c) Assessments are broken down into multiple parts and marked by a range of subject specialists to avoid one teacher assessing the 'whole assessment';
  - d) Assessed work is moderated internally and random samples are randomly moderated between schools within TWHF;
  - e) A rank order is completed for each subject prior to the final assessment window and completed again once all work has been completed and assessed;
  - f) Performance management targets for teachers have been removed to avoid the 'need' to achieve performance related targets for staff.

## **12. Recording Decisions and Retention of Evidence and Data**

- 12.1 Decision records will detail who assessed the evidence and when; the decision taken; identification of any reasonable adjustments or special considerations applied; and where the evidence is safely stored;

- 12.2 Subject leaders will maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades. This will include clarity of explanation which students and their parents/carers will understand.
- 12.3 Records will also be kept from internal moderation to standardise work, and verify performance, as described in section 5.
- 12.4 Evidence will be 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.
- 12.5 Schools 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.
- 12.6 The school will record the reviews requested by students and the outcome of these, along with reasons for the decision.
- 12.7 On submission of a Centre Determined Grade, the school will be required to make an overall declaration in relation to the processes carried out.
- 12.8 Schools will comply with our obligations regarding data protection legislation.
- 12.9 Schools will ensure that the grades accurately reflect the evidence submitted.
- 12.10 Schools 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).
- 12.11 The Head of Centre (Mr J Morgan) will take appropriate action to manage any conflict of interest in line with JCQ.
- 12.12 The Head of Centre (Mr J Morgan) will take appropriate action to manage any malpractice in line with JCQ.

### **13. Authenticating evidence**

- 13.1 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.
- 13.2 Assessments during the final assessment periods will be completed in class under high control conditions. Access arrangements will be in place for students requiring additional support.
- 13.3 Where a student is self-isolating and physically able to, they will complete an assessment on-screen and will be supervised in the same way as students in class.
- 13.4 Atypical results will be looked at in detail to compare the standard of work to previous work as another layer of rigour in making sure the work is the student's own.
- 13.5 Schools will investigate instances where it appears evidence is not authentic.
- 13.6 Schools understand 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.
- 13.7 The school will act in accordance and follow the guidance of each awarding organisation where there is a concern around the authenticity of a student's work. Where this is the case the school will communicate with the student and families of the concerns and potential outcomes which could ultimately be a zero entry for the piece of work or a cancellation of the student's entry.

### **14. Confidentiality, Malpractice and Maladministration, and conflicts of interest**

#### **Confidentiality**

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

- 14.2 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.
- 14.3 Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.
- 14.4 Each school will ensure students are made aware of the 'range' of work included in reaching the Centre Determined Grade. The range is outlined in section 3. Students will have the opportunity to raise any concerns they have regarding this work, particularly focusing on any notable factors which may have adversely affected performance, allowing the school to apply special consideration or withdraw the evidence. Factors may include family bereavement, poor health or Covid related absence.
- 14.5 Head of centre (Mr J Morgan) will take action to manage any conflict of interest in line with JCQ.
- 14.6 Section 11 outlines processes each school will take to ensure objectivity and authenticity of the determination and awarding of grades.
- 14.7 All selected assessments will have been completed under high control conditions standardisation between the procedures.
- 14.8 Where a student has produced work which has been overly reliant on sources and/or there is a suggestion of plagiarism this shall be discounted as evidence towards the final grade.
- 14.9 The final assessments are all set under high control conditions.
- 14.10 The school will put measures in place to prevent malpractice and, where that proves impossible, will handle cases of malpractice in accordance with awarding organisation requirements. This includes ensuring that all staff involved in the process are made aware of the specific types of malpractice which may affect the Summer 2021 series.

### **Malpractice**

- 14.11 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.
- 14.12 All staff involved have been made aware of these policies, and have received training in them as necessary.
- 14.13 All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
- a) breaches of internal security;
  - b) deception;
  - c) improper assistance to students;
  - d) failure to appropriately authenticate a student's work;
  - e) over direction of students in preparation for common assessments;
  - f) allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  - g) centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
  - h) failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
  - i) failure to keep appropriate records of decisions made and teacher assessed grades.
- 14.14 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.

### **Conflict of Interest**

- 14.15 To protect the integrity of assessments, any staff who have a conflict of interest (e.g. Teacher who is a relative of or known to the student) will need to be declared, and suitable mitigation put in place to ensure the process is not compromised (e.g. Teacher not involved in either assessment or verification of work). No one member of staff will be able to both assess and verify the evidence of a student. In departments where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre. Similarly, any staff who have a conflict of interest (eg. Teacher who is a relative of or known to a student), will need to be declared, and suitable mitigation put in place to ensure the process is not compromised (eg. Teacher not involved in either assessment or verification of work).

### **15. Private Candidates**

- 15.1 Occasionally, the school has a very small number of students who sit examinations as private candidates.
- 15.2 Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- 15.3 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.
- 15.4 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.

### **16. External Quality Assurance**

- 16.1 All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.
- 16.2 All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- 16.3 All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- 16.4 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
- 16.5 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.
- 16.6 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.
- 16.7 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 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.



- 17.2 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.
- 17.3 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.
- 17.4 Such guidance will include advice on the appeals process in place in 2021 (see below).
- 17.5 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.
- 17.6 Parents/guardians have been made aware of arrangements for results days.
- 17.7 The results will not be despatched until after 0800 hours on the appropriate date for the publication of results. Candidates will not receive results by e-mail, post or otherwise prior to 0800 hours.
- 17.8 Results, or information derived from results, will not be divulged to or discussed with:
- other teachers;
  - candidates or parents;
  - educational institutions and Local Authorities;
  - the media;
  - any other persons.
- 17.9 Additionally, the results, or information derived from results, will not be divulged or discussed on social media such as Facebook or Twitter.
- 17.10 Schools will not release results data to Local Authorities until after 9.30am on the appropriate date for the publication of results.
- 17.11 Similarly, schools will not issue press releases or statements to the media under any circumstances until after 9.30am on the appropriate date for the publication of results.
- 17.12 Results data will not be shared more widely until after the candidates have received their results.
- 17.13 Centres are aware that results are issued on a provisional basis and may be subject to amendment through the published post-results services.

## 18. Appeals

- 18.1 Schools will be looking to limit the need for appeals which can be stressful to students by ensuring that the following are in place:
- The effective Centre Policy which is adhered to by all centre staff. The centre policy is shared and understood by parents and families;
  - A high standard of internal quality assurance is in place to determine consistency and accuracy across each school within TWHF
  - Effective access arrangements will be in place for those who require it, schools will ensure effective communication is in place so that parents and students are aware of the processes for centre determined grades
  - Students will be shown the assessment cycle and told which pieces of work will contribute toward the final centre determined grade
  - Accurate recording and effective checking of information on the assessment record for the student to avoid errors in submitting centre determined grades
  - The Head of Centre will give professional oversight of the centre determined grade process will clear lines of accountability to staff and leaders at all levels
  - Subject leaders and teachers will document the sources of evidence used for determining grades for the class/cohort along with a rationale for what was selected

- Schools will document exceptional circumstances and will identify how mitigating circumstances were put in place when determining grades
  - There will also be an appeals system as a safety net to resolve any errors not identified during the earlier parts of the process. Students who consider that an error has been made in determining their grade will have a right to appeal. We expect that there will be relatively few errors this year.
- 18.2 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.
- 18.3 Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- 18.4 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.
- 18.5 Learners have been appropriately guided as to the necessary stages of appeal.
- 18.6 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.
- 18.7 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.
- 18.8 Appropriate information on the appeals process will be provided to parents/carers.
- 18.9 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.
- 18.10 Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.

#### **APPENDIX 1: ADAPTED PAST-PAPER EVIDENCE SCHEDULE (Example)**

The following example of an evidence schedule is designed to indicate when the evidence from adapted past-paper tasks will be generated, which will then be used to help determine grades. However, evidence to form the basis of 3.3.2 and 3.3.3 may be generated earlier.

The schedule has been developed in line with the release of materials by exam boards and, as a result, may be subject to change. Given the nature of the evidence gathered to support Centre Determined Grades, it is not possible to publish a detailed timetable. Furthermore, as students will not be sitting examinations, it is likely that students may be completing activities at different stages to peers within designated year groups. The use of a schedule is designed to ensure the model is deliverable to both students and staff, ensuring workload is managed insofar as possible. However, there may be exceptional circumstances where it may not be possible for students within individual classes to undertake activities within the scheduled window.

*Dates are subject to change owing to the uncertainty of national timescales. As a result, it is possible the schedule for each group may be extended by a further week. However, it is not anticipated that it will be shortened.*

<b>Week Commencing</b>	<b>GCSE</b>	<b>AS/A Level</b>
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12 <sup>th</sup> April 2021	<p><b>Group 1</b>  English Language  English Literature  Mathematics  Mathematics: Numeracy  Science (Combined)  Science (Separate)</p>	<p><b>Group 1</b>  Applied ICT  Economics  Food and Nutrition  French  Health and Social Care  Music  Physical Education  Psychology  Religious Studies  Sociology</p>
26 <sup>th</sup> April 2021	<p><b>Group 2</b>  Additional Mathematics  Art  Business Studies  Computer Science  Food and Nutrition  French  Geography  Physical Education  Religious Studies</p>	<p><b>Group 2</b>  Applied Science  Biology  Design Technology  Drama  Government and Politics  History  Media Studies  Physics</p>
10 <sup>th</sup> May 2021	<p><b>Group 3</b>  Design and Technology  Drama  German  Health and Social Care  History  ICT  Media Studies  Music  Spanish</p> <p><b>Year 10</b>  English Literature  Mathematics: Numeracy</p>	<p><b>Group 3</b>  Applied Business  Applied Sport  Art  Business Studies  Chemistry  English Language and Literature  English Literature  Further Mathematics  Geography  Mathematics</p>
24 <sup>th</sup> May 2021	Centre-based moderation activities	

**APPENDIX 2: THE ASSESSMENT AND MODERATION SCHEDULE FOR ALL SCHOOLS WITHIN TWHF**

