



Centre Policy for determining teacher assessed grades- Summer 2021

Person responsible for policy: David Lovegrove, Head of Teaching

Authorised by: Michelle Baker School Principal

Reviewed by: Senior Management Team

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1. Statement of Intent

The statement of intent outlines the purpose of this document in relation to Values Academy.

The policy outlines how the school complies with the guidance provided by the Joint Council for Qualifications, <https://www.jcq.org.uk/summer-2021-arrangements/>

Values Academy will provide teacher assessed grade for all students who were meant to sit formal exams and qualifications in 2021 in response to the cancellation of GCSE's due to Covid-19

The purpose of this policy is:

- 1.1 To ensure that teacher assessed grades are determined fairly, consistently and free from bias by all subject teachers.
- 1.2 To ensure the operation of effective processes with clear guidelines and support for staff.
- 1.3 To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- 1.4 To support subject teachers to take evidenced based decisions in line with the Joint Council for Qualification guidance.
- 1.5 To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of teacher assessed grades.
- 1.6 To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- 1.7 To support the School in meeting its obligations in relation to equality legislation.
- 1.8 To ensure the School meets all requirements set out by the Department for Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- 1.9 To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

2. Roles and Responsibilities

This section outlines the roles and responsibilities in the school

The School Principal, Michelle Baker is responsible for approving the policy for determining teacher assessed grades. The Principal will:

- 2.1 Ensure that clear roles and responsibilities of staff are clearly defined and has overall responsibility for Values Academy as an examinations centre.
- 2.2 Confirm 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
- 2.3 Ensure a robust internal quality assurance process has been produced in advance of results being submitted

Senior Management and Subject Teachers

The school senior management team and subject teachers will:

- 2.4 provide training and support to staff.
- 2.5 support the Principal in the quality assurance of the final teacher assessed grades.
- 2.6 ensure an effective approach within and across subjects and authenticating the preliminary outcome from each subject.
- 2.7 be responsibility for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- 2.8 Ensure that all teachers that all subject teachers make consistent judgements regarding student evidence in awarding grades.

- 2.9 Ensure all staff conduct assessments under the appropriate levels of controls with reference to guidance provided by the joint council for qualifications.
- 2.10 Ensure all teachers have the information required to make accurate and fair judgements.
- 2.11 Ensure that a Subject Checklist is completed for each qualification submitted.

Teachers and SENCo

The teachers and SENCo will:

- 2.12 Ensure they conduct assessments adhering to School policies and students have sufficient evidence, in line with the School Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for students entered for a qualification in their subject area.
- 2.13 Ensure that the teacher assessed grade they assign for each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- 2.14 Make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section by the Joint Council for Qualifications.
- 2.15 Produce an Assessment Record for all student cohorts and qualifications, recording the nature of the assessment being used, the level of control of the assessments and any other evidence clearly identifying how a teacher grade has been met.
- 2.16 Securely store and be able to retrieve sufficient evidence to justify their decisions.

The School Examination Officer will:

- 2.17 Be responsible for the administration of the final teacher assessed grades and decisions.
- 2.18 Managing the post result services.

3. Training, support and guidance:

This section provides details of the approach Values Academy will take to training, support and guidance in determining teacher assessed grade for 2021.

- 3.1 Teachers will attend training provided by examination boards, the Joint Council for Qualifications and School based training to achieve consistency and fairness to all students.
- 3.2 Teachers will be involved in the Standardisation and moderation of grades across subjects.
- 3.3 No grading decisions for a student will be made by a teacher alone. Standardisation will be taken by a minimum of 2 subject teachers and Internally Verified by the Head of Teaching and School Principal.
- 3.4 Teachers will engage fully with training and support that has been provided by external agencies and stakeholders.

Support for NQT's and teachers less familiar with assessment

This section provides details of the Schools approach to training, support and guidance for newly qualified teachers and teachers less familiar with assessment.

- 3.5 Values Academy will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- 3.6 Provide training and support with the moderation and marking of assessment papers to NQT's and staff with less experience in the delivery and assessment of GCSE's, Non examined assessment and vocational qualifications.
- 3.7 Additional internal reviews of teacher assessed grades for NQT's and other teachers with less experience to support decisions made.
- 3.8 No Teacher, regardless of experience will make a grading decision of a students work alone. All grade decisions will be reviewed at Standardisation and Internal Verification.

4. How student work will be used as evidence to confirm grades

This section details how student work will be used for evidence of achievement

- 4.1 Teachers making judgements will follow the Ofqual Centre Guidance on recommended evidence, and guidance from awarding bodies.
- 4.2 Candidate evidence used to determine teacher assessed grades will be held in school in the secure exams storage area. Relevant documentation and student work will be available for the purposes of external quality assurance and appeals.
- 4.3 Student work will be evidenced with materials from the awarding bodies, to include past papers, questions and activities externally set, school devised questions and activities.
- 4.4 Non exam assessment and coursework will be used to evidence student achievement.
- 4.5 Centre devised tasks that follow the same format as external tasks that follow subject specifications that reflect the awarding bodies marking schemes
- 4.6 The School will use formal internal assessments taken by students up to May 2021.
- 4.7 The School will use mock exam papers used in November 2020, January 2021 and March 2021.
- 4.8 The Head of Teaching will work with subject teachers to identify the evidence to be used to determine a student's grade and weighting given to each part of evidence.

Additional Assessment Materials

The School has used exam papers from previous series to assess student's knowledge. Additional assessment materials provided by the exam boards is used where this is not possible. Additional assessment materials will be used to:

- 4.9 Give students the opportunity to demonstrate what they know, understand or can do in an area of content that has been taught.
- 4.10 Give students the opportunity to demonstrate improvement, for example, to replace an existing piece of evidence. Consistency of judgement will be maintained by giving all students the same task to complete
- 4.11 The school will combine or remove elements of questions where, for example, a multi part question includes an element of the specification that has not been taught.

The School will ensure appropriate evidence and the balance of evidence in arriving at grade grades in the following ways:

- 4.12 We will consider the level of control under which an assessment was completed.
- 4.13 We will ensure that we are able to authenticate the work as the student's own, particularly in the event of the work not being completed within the school environment to include NEA work completed outside of the school.
- 4.14 Assessment papers will be completed in High Control conditions. Evidence will not include assessments completed for homework or via remote learning. These elements will be treated as coursework where applicable.
- 4.15 We will consider limitations of assessing a student's work that has been completed more than once, drafted or redrafted.
- 4.16 We will account for the specification and assessment objective, learning objective coverage of the assessment.
- 4.17 We will consider the depth and breadth of knowledge, understanding and skills assessed.

5. 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 subject they have been taught.
- 5.2 Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias (see Objectivity of the policy for further details).
- 5.3 All subject areas will produce an Assessment Record for each student and share this with the Head of Teaching, David Lovegrove and Principal Michelle Baker, verifying the grades awarded. All alterations to student grades for individual students will be verified by the Head of Teaching and approved by the School Principal.

6. Internal Quality Assurance

Internal standardisation and verification is a key element of awarding fair grades. To ensure standards are met we will:

- 6.1 Ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- 6.2 In subjects where there is more than one teacher or group in a subject we will undertake Internal Standardisation, ensuring consistency in grades awarded.
- 6.3 Ensure all teachers are provided with training and support enabling a consistent approach to determine teacher assessed grades, mark evidence available, reach a holistic grading decision and apply the use of grading support and documentation.
- 6.4 Conduct internal standardisation across all grades.
- 6.5 Ensure that the Assessment Record will form the basis of internal standardisation and discussions to agree the awarding of teacher assessed grades.

- 6.6 Review and reflect on individual grading decisions ensuring alignment with the standards as outlined by the awarding bodies.
- 6.7 Where appropriate, amend individual grade decisions to ensure alignment with the standards outlined by the awarding bodies.
- 6.8 Where there is only one teacher of a subject involved in the determining of grades the Head of Teaching, David Lovegrove will support the teacher and review grades in addition to another suitable experienced teacher.
- 6.9 Where there is only one teacher involved in marking of assessments, cross school moderation will be undertaken.
- 6.10 In respect of equality legislation, consideration of a range of evidence for students of different protected characteristics included in the internal verification process.
- 6.11 Where students are educated at Alternative provision sites the school will work with other stakeholders in delivering education to the students concerned and will determine a grade using evidence that is provided. Verification of the evidence provided will be required and authenticated.

7. Comparison of Teacher Assessed Grades to results for previous cohorts

As part of our internal verification process we will look at comparative data from the same qualifications taken by students in previous years. To ensure fair standard across the year year are met we will:

- 7.1 Compile information on the grades awarded to the School's students from the June series of examinations and qualifications from the summer of 2017,2018, 2019 and 2020.
- 7.2 Consider the size of cohorts from each year.
- 7.3 Consider the ability profile of cohorts from each year
- 7.4 Consider the stability of the School's overall grade outcomes from each year
- 7.5 Consider subject and school level variation in outcomes during the internal quality assurance process.
- 7.6 Consider subject and school level variations in outcomes during the Internal Verification and quality assurance process.
- 7.7 Prepare a robust narrative on all outcomes of the review against historic data which in the event of significant divergence from previous outcomes in previous years, address the reasons for this divergence. This will be made available to external agencies and available for review during the quality assurance process.

In the event of our teacher assessed grades for a qualification are viewed as too lenient or harsh compared to previous years the school will:

- 7.8 Compile historical data giving appropriate regard to potential mixtures of grades and use Ofqual guidance to convert where necessary.
- 7.9 Analyse other dater sources where appropriate to assist the quality assurance process to support the grades we intend to award in 2021.
- 7.10 Remove subjects that we no longer offer from the historical data.

8. Reasonable adjustments and mitigating circumstances (special consideration)

This section of the policy details the School's approach to access arrangements and special consideration.

- 8.1 Students who have agreed access arrangements or reasonable adjustments we will ensure that these arrangements are in place when assessment is being undertaken.
- 8.2 Where illness or other circumstances have affected performance in assessments used in determining a student's standard of performance, account of this will taken when making assessments, in accordance with guidelines provided by JCQ on the application of special consideration.
- 8.3 Head of Teaching will have read, understood and disseminated relevant information to subject teachers from the following document, in order that any possible cases needing consideration are raised with the Exams Officer: JCQ-A guide to the special consideration process with effect from 1 September 2020
- 8.4 Decisions regarding special consideration for students will be administered centrally, by the Exams Officer, ensuring any special consideration is applied in the same way as it would have been in previous years. This process will be monitored by the School Principal before any adjustments are implemented.
- 8.5 Section 3.3 of the JCQ Guide for Special Consideration will be applied to instances that meet the criteria for the application of Special Consideration when adjusting a student's grades.
- 8.6 A record will be kept as part of the Assessment Record, how any variations account for the impact of illness or personal circumstances on the performance of individual students in assessments.

9. Addressing Disruption/Differentiated Lost Learning (DLL)

The School will ensure that:

- 9.1 Teacher assessed grade will be determined from evidence of the content that has been taught and assessed for each student.
- 9.2 Robust evidence for students who have missed formal assessments will be found alternative formats in order to determine an accurate grade or award.

10. Objectivity

The School and staff will undertake their duties and responsibilities in relation to equality and disability legislation.

The Principal, Head of Teaching, Senior Management Team and Teachers at Values Academy will consider:

- 10.1 Sources of unfairness and bias.
- 10.2 Minimise bias in questions and marking and hidden forms of bias and teacher assessed grades.

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

- 10.3 Unconscious bias can affect judgements.
- 10.4 That evidence presented should be valued for its own merit as an indication of performance and attainment.
- 10.5 Teacher assessed grades should not be influenced by a candidate's positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background or protected characteristics.
- 10.6 Unconscious bias is more likely to appear when quick opinions are formed.

11. Recording Decisions and Retention of Evidence and Data

The School's recording decisions and retaining of evidence data is comprehensive and we will:

- 11.1 That teachers and the Head of Teaching maintain records that demonstrate how the teacher assessed the grades awarded to include the rationale for decisions made.
- 11.2 Ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's knowledge, understanding and skills in the areas of content taught.
- 11.3 Put in place recording requirements for each stage of the process to ensure accurate and secure retention of the evidence used to make decisions.
- 11.4 Retain all assessment scripts from 2020-2021 Internal Assessments.
- 11.5 Comply with our obligations regarding data protection legislation.
- 11.6 Ensure that grades accurately reflect the evidence submitted.
- 11.7 Ensure that evidence is retained electronically or on paper in a secure school base system and area that can be readily shared with awarding bodies.

12. Authenticating evidence

The School will ensure that we are confident in the authenticity of evidence used to determine student grades awarded by teachers.

- 12.1 Robust mechanisms have been implemented across taught subject areas. These include ensuring students complete internal assessments in controlled conditions matching the rigour used for external examinations.
- 12.2 Subjects where NEA forms part of the course, such as Art & Design will implement the same procedures to ensure the authenticity of student work. Practical assessments will also be undertaken in controlled conditions.

It is understood that awarding bodies will investigate instances where it appears evidence is not authentic and the School will follow guidance provided by awarding organisations to support these determinations of authenticity.

AQA- www.aqa.org.uk

13. Confidentiality

The School will share with students, parents and carers the range of evidence that each subject is using to determine a student's grade. Parents have been informed that no single teacher will be responsible for determining a student's grade.

- 13.1 All teaching staff have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- 13.2 All teachers have been briefed on the requirement to share details of the range of evidence on which a student's grades will be based, while ensuring that details of the final grades remain confidential.
- 13.3 Relevant details from this policy, including requirements regarding sharing details of evidence and the confidentiality requirements, are shared with parent/carers.

14. Malpractice

The School has a range of measures to prevent malpractice and investigate suspected instances in accordance with the awarding body requirements.

- 14.1 School policies regarding malpractice, maladministration and conflicts of interest are available and reviewed to address challenges of delivery for the 2021 exam series.
- 14.2 All staff involved have been made aware of policies and have received training in them where necessary.
- 14.3 Exam malpractice in internal assessments will be treated in the same way as an external exam, following the JCQ Suspected Malpractice Policy.
- 14.4 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 properly authenticate a student's work
 - Over direction of pupils in preparation for common assessments
 - Allegations that the school submits grades not supported by evidence that they know to be inaccurate
 - The school enters students who were not originally intending to enter a grade in the Summer 2021 series
 - Failure to respond to requests from awarding bodies during the External Quality Assurance and appeal stages
 - Failure to keep accurate records of decisions made and teacher assessed grades.
 - The consequences of malpractice or maladministration are published in the JCQ guidance: JCQ Suspected Malpractice Policies and Procedures.

15. Conflict of Interest

A robust approach to address any conflict of interest that might arise.

- 15.1 To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to the School Principal for consideration.
- 15.2 The School Principal will take appropriate measures to manage any conflicts of interest with school staff in accordance with JCQ Guidance 2020-2021.
- 15.3 The Head of Teaching will be made aware of the agreed action regarding any colleagues in the School with a conflict of interest, to ensure protocols remain.
- 15.4 Consideration will be taken to separate duties and staff to ensure fairness in reviews and appeals where appropriate and necessary.

16. External Quality Assurance

The School will ensure that all relevant documentation and assessment evidence can be provided in a timely manner for the purposes of external quality assurance sampling. Staff will be made available to respond to enquiries from awarding bodies or JCQ and Ofqual.

- 16.1 All staff involved have been made aware of the awarding bodies requirements for External Quality Assurance as set out in the JCQ guidance.
- 16.2 Records of decision making in relation to determining grades is kept and can be made available for review as required.
- 16.3 Student evidence on which decisions regarding the determination of grades is retained for review as and when required.
- 16.4 Instances where student evidence use to decide teacher assessed grades is not available, for example returned to a student will be photocopied or photographed will be recorded on appropriate documentation.
- 16.5 Staff involved have been informed and briefed on the possibility of being contacted and the interaction with awarding bodies during the External Quality Assurance process and will respond quickly and fully to any enquiries, including attendance at Virtual Visits where necessary.
- 16.6 Any additional requirement or reviews can be responded to promptly that may be identified as a result of the External Quality Assurance process.
- 16.7 Staff are aware that failure to respond fully and effectively to the requirements of any External Quality Assurance may result in the withholding of results and further action by the awarding bodies.

17. Results

The School have planned for results day in the following way.

- 17.1 Staff involved have been made aware of the arrangements for the issue of results in Summer 2021 to include times and dates and the issuing of results.
- 17.2 The School Principal, Exams Officer and Head of Teaching will enable receipt of and release of results to students.

17.3 Advice, guidance and support is available to students on release of their results, to include advice on appeals and pastoral support.

17.4 Students, parents and carers have been informed of the revised date of 12th August 2021 for the issuing of results.

18. Appeals

Appeals, including School Reviews and appeals to Awarding Bodies.

18.1 Staff involved in the appeals process are aware of the arrangements and requirements of appeals in Summer 2021 as set out in the JCQ Guidance.

18.2 Internal arrangements will be in place for a quick and effective response to appeals in compliance to JCQ and awarding body requirements.

18.3 All staff involved have been briefed on the process for appeals and reviews and will be available to ensure prompt and efficient handling.

18.4 Students have been informed as to the necessary stages of appeal.

18.5 Systems are in place to obtain written consent from students to move forward with an appeal, and to record their awareness that grades may go down as well as up on appeal.

18.6 Information on the appeals process is provided to parents and carers.

David Lovegrove

Head of Teaching

April 30th 2021