



**The Priory School**

**Educating Students for Success in Life**

<b>Name of policy</b>	<b>Centre Policy for determining teacher assessed grades – summer 2021</b>
<b>Statutory</b>	<b>NO</b>
<b>Date policy was updated</b>	<b>April 2021</b>
<b>Date of next review</b>	
<b>Governors committee</b>	<b>Curriculum and Progress</b>
<b>Member of staff responsible for the policy</b>	<b>S Hibbert, F Nearney, K Dolling</b>

# Centre Policy for determining teacher assessed grades – summer 2021:

## Statement of intent

This section outlines the purpose of this document in relation to our centre.

### Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

*The purpose of this policy is:*

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- *To ensure the operation of effective processes with clear guidelines and support for staff.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our 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, and the Joint Council for Qualifications and awarding organisations for summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

## Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

### **Roles and Responsibilities**

This section gives details of the roles and responsibilities within our centre:

#### **Head of Centre**

- *Our Head of Centre, Geraint Edwards, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the Priory 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.*
- *Our Head of Centre will ensure that all grades submitted to the exam board have been signed off by two subject specialists prior to submission*

#### **Senior Leadership Team and Heads of Department**

*Appendix 1 Shows a summary of training to members of staff*

*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.*

#### **Teachers/ SENCo Kate Emsley**

*Our teachers, and SENCo will:*

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*

- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

***Examinations Officer Janine Cane***

*Our Examinations Officer will:*

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

## Training, support and guidance

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

Appendix 1 provides a summary of training provided for staff

### Training

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students. This includes sessions given by Heads of Department and members of the senior team*
- *Departments have attended subject specific training by the exam boards where they have been available*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Fortnightly meetings have taken place with HODs*
- *Teachers have attended online training led by the Assistant Head for Teaching and Learning on marking objectively and avoiding confirmation bias*

### Support for Newly Qualified Teachers and teachers less familiar with assessment

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

- *Heads of Department will provide mentoring from experienced teachers to NQTs (only one involved with Y11-MFL) and teachers less familiar with assessment.*
- *Moderation of marking will take place*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

### Consortium assessments

This section provides details of our approach to ensuring there is consistence of practice at Post 16

- *Heads of Department will attend consortium department meetings to determine the setting of assessments in the three schools for subjects which are joint taught. This will be overseen by the Head of 6<sup>th</sup> and Deputy Head*
- *Students taught subjects at Hitchin Boys School or Hitchin Girls School will be assessed and have their grades submitted in line with the Centre submitting their grades*
- *Appeals for subjects taught off site should be submitted to the school where the student was entered for the subject*
- *Assessments produced by students will moderated and standardised in line with the school policy for where they are entered*

## Use of appropriate evidence

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

### A. Use of 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.*
- *All candidate evidence produced after 23<sup>rd</sup> March will be used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals. Where evidence is used that was produced prior to 24<sup>th</sup> March records of students marks will be used. We 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.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning). but this will be weighted less heavily*
- *Where possible, we will not use internal tests taken prior to 24<sup>th</sup> March to calculate the working at grades. These will only be used in exception circumstances in the absence of the assessments taken after 24<sup>th</sup> March.*
- *We will not use mock exams taken over the course of study as these have not taken place*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*
- *Where students have been absent for a prolonged period of time during the assessment window, we will use work produced over the 2 years of study to arrive at a grade, in line with JCQ guidance. Students in this instance will have a case study produced using the JCQ template – variations for individual students (Appendix 5), clarifying how the grades are awarded. Heads of department will determine the grade to be awarded, based in content coverage of the course.*

*We provide further detail in the following areas:*

#### *Additional Assessment Materials*

*In exception circumstances, for example students missing assessments due to short term illness, we will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*

- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*

- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.*

*Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:*

- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home. (see appendix 6 for the tracking document)*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *Assessments 2 - 4 will be completed under controlled conditions and therefore have a higher weighting.*
- *Where subjects have a significant practical element, where appropriate these have been carried out under controlled conditions*
- *We have followed the policies and procedures from the different awarding bodies for our Vocational subjects.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

## Determining teacher assessed grades

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

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

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

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.*



## Internal quality assurance

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

### *Head of Centre Internal Quality Assurance and Declaration*

#### **Internal quality assurance**

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

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document. All teachers will have to sign to say they read the policy. A copy of the signatures will be retained by the Head of Centre*
  - *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*
- A summary of training delivered can be found in appendix 1*
- *We will conduct internal standardisation across all grades. This will include:*
    - *Standardisation carried out by each department on a sample of learners after each assessment*
    - *Standardisation carried out by Herts for Learning subject leads for core subjects and MFL*
    - *Quality assurance checks by SLT on every department*
  - *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
  - *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
  - *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
  - *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
    - *This will be one of the middle leaders who has experience of delivering the subject in the past.*
  - *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.*

## Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

### 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 past June series in which exams took place 2019. An analysis of this will be carried out by the Assistant Head for assessment as part of our quality assurance process.*
- *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.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which 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 bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

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

- *We will omit subjects that we no longer offer from the historical data*
- *Analysis already carried out shows there is very little difference between the Year 11 and Year 13 cohorts in comparison with previous years.*
- *At a subject level, comparisons will be made with previous cohorts to identify any departments where outcomes appear anomalous and further standardisation by SLT has taken place.*

## Access Arrangements and Special Considerations

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

### **Reasonable adjustments and mitigating circumstances (special consideration)**

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. Students will sign to say they have received their reasonable adjustments (Appendix 7)*
- *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. For assessment 2 -4 all students have been given their access arrangements. This has been recorded in SIMS and monitored by the Learning Support department and SLT*
- *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 Teachers will sign to say they have read this](#)*

## Addressing disruption/differential lost learning (DLL)

### **B. Addressing Disruption/Differentiated 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.

## Objectivity

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

### **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.*
- *All teachers will attending training on marking objectively and avoiding unconscious bias. This will include a video from Cambridge University on avoiding bias and objectivity and the JCQ guidance on maintaining objectivity.*

*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;*  
*In order to ensure all staff are aware we will run a staff training session (details above)*

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

## Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

### **C. 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.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*
- *Quality assurance of portfolios will be undertaken by SLT (see appendix 2)*

## Authenticating evidence

### **D. Authenticating evidence**

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

- *Robust mechanisms, which will include: standardisation of assessments, all students completing assessments at the same time. All assessments, where possible, have used papers from the secure area of the exam board websites. Where possible, for assessment 4 the exam board papers will be used. Assessments 2 - 4 will be completed under controlled conditions in classrooms to ensure that the work is the student's own work 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 externally. Students will be required to sign to confirm authentication of their work (Appendix 7)*
- *Students working at grades have been compared with their November predictions to identify any students who have seen significant changes in their outcomes. Each student has their work scrutinised and any concerns were addressed by the Assistant Head.*
- *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 of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.*

#### **A. 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.*
- *This policy will be shared with parents and placed on our website.*

### Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

#### **B. 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 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.
  - Parents have been advised that placing pressure on members of staff to get their child awarded a certain grade is considered malpractice
- 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 of our Centre Policy outlines the measures in place to address potential conflicts of interest.

#### **C. 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.*
- *Where a member of staff is also a parent, the member of staff will be locked out of SIMS once the grades have been submitted to ensure they cannot access their child's grades.*
- *Where a teacher teaches their own child, other members of staff in the department have marked and moderated the work*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

## Private candidates

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

### A. Private Candidates

*This section details our approach to providing and quality assuring grades to Private Candidates.*

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates. This includes ensuring that the private candidates complete work under controlled conditions*
- *Tutors for private candidates and the candidates sign the centre declaration on authenticity of work*
- *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.*

## External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

### A. 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**. And signed to say they have read it*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*

- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

## Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

### **A. 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 Level and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians have been made aware of arrangements for results days.*

## Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

### **A. Appeals**

*This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.*

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Learners have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*

## Appendix 1: Staff Training for Teacher Assessed Grades 2021

- An assessment drive team was set up on 25/01/21 with weekly meetings throughout the spring and summer terms. The Drive team consists of: The Deputy Head, Assistant Head, Associate Assistant Head, Heads of core, Heads of Year 11, Head of Key Stage 4, Head of Key Stage 5, Lead practitioner for vocational education and the Head of PE. The purpose of this team was to be aware of all information releases from DfE, to agree actions, timelines and content of stakeholder communications
- SLT explained the procedures and timeline (See communication to parents - Appendix 4) for ascertaining school assessed grades to heads of department, followed by whole school staff training on 04 02 21.
- Weekly department meetings were held to decide upon the content, standardisation, marking and moderation of the assessments
- Core Heads of department have attended Herts for Learning courses to ensure that our standardisation procedures are robust
- Heads of department and experienced markers within departments have moderated the marking of less experienced members of staff and the one NQT who is marking Y11 MFL assessments
- Herts for learning consultants for English, maths and science have moderated assessment marking and agreed with our standardisation procedures
- A narrative for all assessments will be produced by heads of department detailing the content, standardisation and areas of study covered
- Working at grades for each of the reporting points in March, April and May are quality assured by the data assistant head teacher rigorously, using examination predictions made in December 2020, together with assessment evidence
- SLT also compare data with 2017-2019 holistic data for departments and 2017-2019 accountability measures to ensure that there is no grade inflation
- April 2021: Training given to all teaching staff on avoiding bias and objectivity in marking. Staff sign to confirm attendance
- April 2021: Staff sign to confirm they have read the both the JCQ guidance and this policy

## Appendix 2: Portfolio monitoring document

Portfolio monitoring

Date:

Department
What assessments have been used to provide evidence?
<ul style="list-style-type: none"><li>• What topics have been assessed?</li><li>• Was an exam board mark scheme used?</li><li>• What departmental moderation and standardisation has taken place for these assessments</li></ul>
Student 1 - name
<ul style="list-style-type: none"><li>• Evidence seen (detail of what assessments have taken place)</li><li>• Evidence of quality assurance (has the work been quality assured)</li></ul>
Student 2 - name
<ul style="list-style-type: none"><li>• Evidence seen (detail of what assessments have taken place)</li><li>• Evidence of quality assurance (has the work been quality assured)</li></ul>
Student 3 - name
<ul style="list-style-type: none"><li>• Evidence seen (detail of what assessments have taken place)</li><li>• Evidence of quality assurance (has the work been quality assured)</li></ul>

## Appendix 3 Letter to parents

Letter to parents

Dear Parents / Carers

Following on from the extensive Ofqual consultation regarding the summer 2021 assessment process, the consultation report has been published. From past experience we have found it prudent to see what professional bodies think about the report and the guidance they give. You can access the link below to read the report.

Decisions on how GCSE, AS and A level grades will be determined in summer 2021:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/965005/6747-1\\_decisions\\_-\\_GQ\\_consultation\\_on\\_awarding\\_grades\\_in\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf)

VTQ:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964973/6748-1\\_-\\_Decisions\\_-\\_VTQ\\_Consultation\\_on\\_awarding\\_grades\\_in\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964973/6748-1_-_Decisions_-_VTQ_Consultation_on_awarding_grades_in_2021.pdf)

We are awaiting the finer details from the examination boards, which should be due out the week beginning Monday 22nd March. I am pleased to say that we had anticipated many of the outcomes of the consultation and as such feel that preparations for ensuring that our students were prepared for their assessments was already well underway.

How will grades be determined?

In order to submit School Assessed Grades to the exam boards we shall be collating evidence over the forthcoming weeks to allow staff to make informed, accurate decisions on the grade your child should be awarded. The first assessment for your child has already taken place and over the next few weeks further assessments and evidence will be collected as follows:

Teachers will assess the standard at which students are performing, based only on what has been taught (providing there has been sufficient coverage of the course content).

Teacher judgements will be based on a range of evidence. This evidence may include any of the work listed below, but the school will need to be confident that it is the student's own unaided work and they have not been given inappropriate levels of support either at home or from tutors.

The evidence can be taken from any point in the course, but it is expected that more recent evidence is likely to be more representative of a student's achievement. The evidence base could include:

work produced in class or at home (including remote learning where schools are confident it is the student's own, unaided work). This would be expected to be similar in format to exam board material and marked using exam board mark schemes tests and mock exams taken over the course of study work produced in response to the additional assessment materials (mini tests) to be provided by the exam board non-exam assessment (NEA) work even if this

has not been fully completed records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE  
Teachers will be supported to arrive at grades using exam board guidance and exemplars. Students will know which evidence is being used to assess them but they will not be told the grade in advance of results day.

We will be reporting student working-at grades to you in 3 progress checks between now and the end of May. This will give you the opportunity to discuss with your child where necessary what improvements need to be made in the next assessment round.

We are unable to tell you the School Assessed Grade that we will be submitting to the exam boards, but the working-at grade previously recorded in the recent progress checks should give you a very good indication of what the School Assessed Grade we will be submitting could be. We will not be able to enter into conversation with parents or carers about the grades we will submit. Therefore, we would be grateful if you would avoid contacting subject teachers with specific queries about grades because they will be unable to answer these. The exam boards have made it very clear that pressure on teachers by parents to award a certain grade will be considered as malpractice.

How schools and the exam boards will ensure the grades are fair

Schools will be expected to have internal quality assurance systems (including moderation) and checking of grades before they are submitted. Teachers will be moderating and standardising every assessment the students undertake in order to ensure they are as accurate as possible.

Further internal quality assurance will also include consideration of our school's profile of results in previous years as a guide to help check that judgements are not unduly harsh or lenient.

Exam boards will review all schools' quality assurance processes before grades are submitted.

Once grades are submitted, the exam board will conduct various checks to make sure grades submitted are fair and consistent across centres. This will include sampling of evidence.

If there are concerns with the grades submitted, the exam board will work with the school to address this before results day. (Exam boards will not 're-mark' the work).

Appeals

Students will have the right to appeal if they are concerned about their grade. Further details about how to submit an appeal will be given

Grades will not be changed by exam boards if the evidence provided shows the grade is a 'reasonable' assessment.



## Appendix 4: Time line of key assessment, reporting, quality assurance and leaving dates

Dates	Assessment Y11 & Y13	Progress check
Monday 22 <sup>nd</sup> February - Friday 5 <sup>th</sup> March	Open book topic-based assessment (1)	
Friday 12 <sup>th</sup> March		Student 'working-at grade' report 1
Monday 15 <sup>th</sup> - Friday 26 <sup>th</sup> March	In-school topic-based assessment (2)	
Y11 parent consultation (virtual) Wednesday 24 <sup>th</sup> March 3.45-5.15pm / Thursday 25 <sup>th</sup> March 3.45-6pm / Friday 26 <sup>th</sup> March 8.30-8.50am		
Friday 16 <sup>th</sup> April		Student 'working-at grade' report 2
Monday 12 <sup>th</sup> - Friday 23 <sup>rd</sup> April	In-school topic-based assessment (3)	
Friday 7 <sup>th</sup> May		Student 'working-at grade' report 3
Monday 10 <sup>th</sup> – Friday 28 <sup>th</sup> May	In-school topic-based assessment (4)	
Friday 28 <sup>th</sup> May	Y13 leavers' morning	
Monday 7 <sup>th</sup> – Friday 11 <sup>th</sup> June	Y11 alternative programme (Monday to Wednesday), whole school sports day Thursday 10 <sup>th</sup> and leavers morning Friday 11 <sup>th</sup>	
Friday 18 <sup>th</sup> June	Y11 & Y13 school grades submitted to the examination boards	
Tuesday 10 <sup>th</sup> August Thursday 12 <sup>th</sup> August	Y13 results day Y11 results day	
<b>Quality assurance of student evidence portfolios</b>		
Friday 16 <sup>th</sup> April – 28 <sup>th</sup> May	Weekly Friday morning quality assurance of student evidence portfolios by the Senior Leadership Team	

## **Appendix 5: Variations for Individual Students**

[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Candidate name: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Centre name: \_\_\_\_\_

Centre Number: \_\_\_\_\_

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: \_\_\_\_\_

Subject Code: \_\_\_\_\_

<b>Section 1: COVID Related Disruption - Learner Context</b>	<b>Y/N/NA</b>
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<p><b>If 'yes' please provide details of how the disadvantage has been considered</b> (including <i>the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.</i>)</p>	

**Contd.**

<b>Section 2: Access Arrangements/Reasonable Adjustments</b>	<b>Y/N/NA</b>
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
<b>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</b>	

<b>Section 3: Mitigating circumstances (Special Consideration)</b>	<b>Y/N/NA</b>
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
<b>Reason for mitigating circumstances:</b>	

Subject Title: \_\_\_\_\_

Subject Code \_\_\_\_\_

Head of Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Subject teacher: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix 6: Departmental tracking document

ENGLISH LITERATURE	Date Completed	Level of control	Topic/Focus	Paper used	Mark (out of)	Moderated by	Preparation/notes



## Appendix 7

# 2021 Candidate Declaration

GCSE [enter subject]

**Centre number**

17405

**Centre name**

The Priory School

**Candidate number**

**Candidate's full name**

Work submitted for assessment **must** have been subject to the candidate's individual access arrangements for all relevant assessments. Where access arrangements have not been offered, this work will not have been considered to arrive at the final school-assessed grade.

### Candidate declaration

Have you been offered the correct provision as part of your exam access arrangements for each of your formal assessments in this subject?

No (*give details below or on a separate sheet if necessary*).  Yes  N/A

I have read and understood the above. I confirm I was offered the correct provision as part of my exam access arrangements for all of my formal assessments (where applicable).

Candidate signature.

Date

[Click here to enter a date.](#)

Work submitted for assessment **must** be the candidate's own. If candidates copy work, allow other candidates to copy from them, or cheat in any other way, then this work cannot be considered to arrive at the final school-assessed grade.

Have you received help/information from anyone **other than** your subject teacher(s) to produce your work?

No  Yes (*give details below or on a separate sheet if necessary*).

I have read and understood the above. I confirm the work I have produced is all my own.

Candidate signature

