

| | | | |
|-------------|--|-----------------|---|
| Author | Claire Pannell and Debbie Wiles Angela Kemp (Oakbank) | Target group | All employees, consultants and volunteers |
| Issued | April 2021 | | |
| Approved by | Education Executive Team | Next review | n/a |

Centre Policy for determining teacher assessed grades in Summer 2021

Oakbank School

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 our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications (JCQ) and awarding organisations for Summer 2021 qualifications.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure that teacher assessed grades are determined fairly, consistently, effectively and free from bias, within and across departments.
- To support teachers to take evidence-based decisions in line with the JCQ guidance.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- 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 ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making, in respect of teacher assessed grades.

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.

Head of Centre

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

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- Will provide timely and focussed training and a support programme to our Heads of Department and staff, through in-house training and as part of the trust wide professional learning network. All content is in line with JCQ guidance.
- 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 JCQ.
- 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/specialist teachers/SENCo

Our teachers, specialist 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 JCQ, 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 and an explanation will be supplied.
- The Assessment Record Sheets will be stored securely in the Exams Folder.
- Evidence used to make judgements will be securely stored with the Examinations Officer who will be able to retrieve sufficient evidence to justify Department decisions when necessary.

Examinations Officer

Our Examinations Officer will:

- Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- Be responsible for securely storing the evidence used to justify grade decisions.
- Be responsible for ensuring all students are provided with the appropriate Access Arrangements as determined by the SENCo for each of the assessments conducted.
- Be responsible for backing up (using an external hard drive) all Subject Assessment Record data and electronic evidence in case of a cyberattack or Sims or data network issues. This will be done weekly.

Training, support and guidance

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 and Trust-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the JCQ and the awarding organisations.

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

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.
- NQTs and teachers less familiar with assessment will participate in department level standardisation and moderation exercises to support their development and decision making.
- Data analysis to ensure that grading of NQTs are in line with expected results/trends.

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*.

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 bodies.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding bodies, including groups of questions, past papers or similar materials such as practice or sample papers.
- We are placing particular emphasis on November 2020 papers. Using exam questions, mark schemes and examiner reports when standardising.
- Marking will be moderated internally and where possible externally with other Trust schools. All single teacher subject marking is moderated externally.
- 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 bodies materials, and have been marked in a way that reflects awarding bodies mark schemes.
- We will use a range of substantive evidence that covers the assessment objectives set out by the awarding body.
- We will use internal assessments taken by students as supplementary evidence to support our decision making.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

We provide further detail in the following areas:

Additional assessment materials

- 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. We intend to use the high level of control wherever possible.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment and ensure that our range of evidence represents all the AO's.

- 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 on their Assessment 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 on the Assessment Record sheet along with comments on any substitutions of evidence we have made.

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

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.
- Teachers and/or HoDs will take part in Exam Board subject training where available. All subject HoDs will take part in Trust wide and internal centre training for the necessary standardisation and moderation process.
- 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 standardisation and moderation has been carried out at a Trust level as well as a school level.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - o arriving at teacher assessed grades
 - o marking of evidence

- o reaching a holistic grading decision
- o applying the use of grading support and documentation.
 - We will conduct internal standardisation across all grades at intervals across the internal assessment period.
 - 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 bodies.
 - Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding bodies.
 - Where there is only one teacher involved in marking assessments and determining grades, a designated experienced teacher or Head of Department from one of our trust schools will support in standardisation and moderation and then the output of this activity will be reviewed by the relevant SLT line manager.
 - 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.

Below are 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 (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will consider both subject and centre level variation during our trust wide 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.

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.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence will be obtained.
- 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.
- The Head of Year, Heads of Department, DSL will work with the Examinations Officer to record and share mitigating circumstances and the appropriate actions needed with relevant teachers.
- 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.](#)

Addressing disruption/differential lost learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teachers have conducted a thorough review and RAG'd the curriculum delivery and competency using the exam board subject specifications. This considered not only what has been taught, when and how but to what depth.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Departments will be expected to create assessments that cover a range of units, skills and assessment objectives to ensure that assessments are robust and allow students to demonstrate as full range as possible of skills, content and knowledge as outlined in the subject specifications. These assessments will only draw on aspects of the course which have been taught.
- Teaching will continue for as long as possible to ensure that students have covered a sufficient amount of the course to prepare them for their next stage of education.

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions. Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Centre will consider:

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

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

- unconscious bias can skew judgements
- the evidence presented should be valued for its own merit as an indication of performance and attainment
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics
- unconscious bias is more likely to occur when quick opinions are formed
- staff will be given training on how to account for unconscious bias through the trust and within our centre
- the internal standardisation process will review and challenge the data if necessary
- Our Trust-wide and internal centre standardisation process should recognise and challenge bias and 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.

- 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, the level of control, any necessary substitutions and if the evidence is available.
- 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 bodies.
- We will ensure that all electronic evidence and Assessment Records are back up on a weekly basis using an external hard drive in case of cyberattack or a catastrophic issue with our Sims or Data storage system.

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 will be in place to ensure that teachers are confident that work used as evidence is the students’ own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors. These will include:
 - o SLT/HoDs providing guidance to staff regarding how much information students have about an assessment prior to the assessment being completed.
 - o students completing substantive assessments in controlled conditions within school with additional assessment time given to students who have missed work
 - o ensuring all student work is retained on site in secure conditions
 - o comparison of any work completed at home with work completed in school to address concerns of inappropriate support.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding bodies to support these determinations of authenticity.

- All students will be required to sign a Candidate Confirmation form verifying that the work used as grade evidence is their personal work and that they are aware of for example how the grades were determined, that they confirm any access arrangements were applied etc.

Confidentiality, malpractice and conflicts of interest

Confidentiality

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

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding bodies 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:
 - o breaches of internal security
 - o deception
 - o improper assistance to students
 - o failure to appropriately authenticate a student's work
 - o over direction of students in preparation for common assessments
 - o allegations that centres submit grades not supported by evidence that they know to be inaccurate.
 - o centres enter students who were not originally intending to certificate a grade in the Summer 2021 series
 - o failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - o failure to keep appropriate records of decisions made and teacher assessed grades.

- All Oakbank staff will report any instances of potential malpractice to the Examinations Officer and Head of Centre for immediate investigation and action.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

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

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

Private candidates

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

Oakbank does not accept private candidates however we have two candidates who are entered as private candidates for two subjects that we do not offer. The students are studying these independently at home.

There are strict rules we have put in place at the start of GCSE for Home Language entries:

- Candidates have had a tutor in place.
- Tutor has to agree to mark mock exam papers and supply us with relevant assessment material where applicable.
- Tutor will complete the spoken endorsement section of the subject via Teams or Zoom
- Students must complete 3 full mocks and marked according to exam board guidance, so we have an accurate indication of their ability
- All mock exam papers will be reviewed by Oakbank's Head of Modern Foreign Languages once they have been marked by the tutor to ensure the mark scheme has been properly applied
- The tutor must maintain regular contact with either the HOD or Examinations Officer on the students' progress.

- 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 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 outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

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

- 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.

Below are details of 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.