



# Centre Policy: Weald of Kent Grammar School

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FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



## Centre Policy for determining teacher assessed grades in Summer 2021

### Background

Due to the cancellation of examinations in 2021 due to the ongoing coronavirus pandemic this centre policy details the procedures and practices taken to ensure the awarding of grades is fair and accurate.

Our policy considers the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

# Centre Policy for determining teacher assessed grades – summer 2021: WEALD OF KENT GRAMMAR SCHOOL

## Statement of intent

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

<b>Statement of Intent</b>
<p>This section provides details of the purpose of this document, as appropriate to our centre:</p> <p>The purpose of this policy is:</p> <ul style="list-style-type: none"><li>• To ensure that teacher assessed grades are determined fairly, consistently, free from bias and discrimination, and effectively within and across departments.</li><li>• To ensure the operation of effective processes with clear guidelines and support for staff.</li><li>• To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</li><li>• To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.</li><li>• To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.</li><li>• To support a high standard of internal quality assurance in the allocation of teacher assessed grades.</li><li>• To support our centre in meeting its obligations in relation to equality legislation.</li><li>• To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.</li><li>• To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.</li></ul>

## 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, Mrs E Bone, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the Weald of Kent Grammar 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 Department will:

- provide training and support to our staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments 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/ 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 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**

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services with the guidance and assistance of SLG.
- be responsible for managing the storage of the work of the students ensuring it is securely stored and readily available if required.

## 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.

### **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.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- Training will occur on 20<sup>th</sup> April 2021 and will be attended by all staff who teach Years 11 and 13, Heads of Department, the relevant Heads of Year, SENCO, Exams Officer and Senior Leadership Group including the Head of Centre.

### **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, Heads of Department and teachers less familiar with assessment and external examination administration.
- We will put in place additional internal reviews of teacher assessed grades for NQTs, Heads of Department and other teachers as appropriate.

## 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 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 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 and when relevant.
- 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 students' own work that took place during remote learning) 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 internal tests/assessments taken by students 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 records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- To avoid confusion, misunderstanding and perception of discrimination/bias, we will inform by letter all Years 11 and 13 students/parents/carers that the grades will be based on every piece of work the students have produced in years 10/11 for GCSE and years 12/13 for A-level which:
  - shows students' performance on content taught.
  - reflects the specification.
  - assesses format and shows marking of the exam board.
  - is the students' own work.
  - includes (but not limited to) classwork, homework, in school assessments, remote learning work, NEAs (even unfinished).
  - not one single piece of evidence will necessarily be more important than another.
  - grades will not consider the students' potential but the students' performance based on holistic evidence.
  - students with access arrangements and/or mitigating circumstances will be informed in advance and by letter confirming that their special circumstances have been taken into consideration when determining the grades.
  - students will be informed by 28 May 2021.

We provide further detail in the following areas:

Additional Assessment Materials if used:

- 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.
- We will use additional assessment materials to support consistency of judgement between teachers or classes.
- 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 has not 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 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.
- 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.
- We will make a note of where students' work does not follow their past and future performance and record it and investigate if required.

## 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 Heads of department with their teachers will produce an Assessment Record for each subject cohort. 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.
- 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
- We will conduct internal standardisation across all grades at departmental level. Within the department there must be a system of review where the teacher and Head of Department work together to determine the grade. If the Head of Department is the teacher then another colleague within the department must review their decisions.
- 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 their SLG link
- 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 the June examinations series in 2017, 2018 and 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 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 Quality Assurance process.
- We will consider the change in GCSE grading in subjects.
- We will consider the change in A level courses.
- We will consider the school's upward trajectory in Progress 8 and A level average grade.
- We will consider the staffing changes at Middle and Senior Leadership Level and its impact on teaching and learning.

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 grades 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. For example, Dance at A level.

## 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 consider 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 between 22 March and 28 May 2021.
- Where an assessment has taken place prior 22 March 2021 without an agreed reasonable adjustment or access arrangement, we will take this into consideration when determining the grades and make reasonable adjustments.
- 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](#)

## 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 only 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, discrimination 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.
- 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; and the evidence is not appropriately considered.

Our internal and external 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 Heads of Department 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, where applicable, 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).

## 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.

- For pieces of evidence produced in school, robust mechanisms which monitor the level of control will be in place to ensure that teachers are confident that the work used is the students' own and that no inappropriate levels of support have been given to students to complete it. If this is the case the evidence will be discounted when determining grades and a clear record will be maintained.
- The school will retain work completed in assessment conditions between 22 March 2021 and 28 May 2021 to ensure availability of evidence for the purpose of scrutiny.
- For pieces of evidence produced outside school and during periods of remote learning we will discount those considered not to follow the assessment pathway for this student if seen as an inappropriate and unexpected level of achievement.
- 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.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/carers.

### 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.

- This policy overrides for the summer 2021 examinations series any other prior general centre policies regarding malpractice, maladministration and conflicts of interest.
- All staff involved have been made aware of this policy and have received training 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;

- entering 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;
  - failure to keep appropriate records of decisions made and teacher assessed grades;
  - undue influence from parents and carers in the determining/awarding of grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

### Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

<b>C. Conflicts of Interest</b>
<p>This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - <a href="#">General Regulations for Approved Centres, 1 September 2020 to 31 August 2021</a>.</li> <li>● We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.</li> </ul>

## 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 centre does not accept external Private candidates.
- We only accept internal candidates entered by us upon their request for an examination in a subject that is not taught in our centre. For the 2021 examinations series, we have two internal candidates entered for GCSE Russian and one internal candidate entered for GCSE German.
- Our Examination Officer will liaise with the relevant external tutors to gather a wide range of evidence in line with this policy to clearly demonstrate how the overall candidates' grade was determined.
- Our arrangements for assessing our internal candidates for external subjects to arrive at appropriate grades are identical to the approaches utilised for internal candidates for internal subjects.

## 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.
- We will conduct external standardisation across all subjects and levels where applicable with another local school as part of a co-ordinated approach agreed by West Kent Headteachers.
- 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.
- Students/Parents/carers will be made aware of arrangements for results days in April 2021.

## 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
<p>This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.</li> <li>• 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.</li> <li>• Students, parents and carers have been appropriately guided as to the necessary stages of appeal.</li> <li>• 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.</li> <li>• 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.</li> <li>• Appropriate information on the appeals process will be provided to parents/carers.</li> </ul>

<b>Author(s):</b>	JCQ/Weald of Kent	<b>Date:</b>	April 2021
<b>Next Review Date:</b>	TBC	<b>Link Trustee(s):</b>	Quality of Education Group
<b>Ratified:</b>	<hr style="width: 80%; margin: 0 auto;"/> April 2021 Quality of Education Meeting		