

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

### Sir William Borlase's Grammar 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 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 make 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, 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 will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Sir William Borlase's 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*

##### *Director of Studies - Assessment, Reporting, Data and Exams*

- *Our Director of Studies is*
- *leading the SLT in developing the Centre Policy and processes.*
- *responsible for the training of Heads of Department and teachers.*
- *presenting Heads of Department with their subject specific data needed e.g. Results 2017-19, prior attainment etc*
- *leading the review of the 2021 data with SLT, Heads of Department and Head of Centre*
- *Line managing the Exams officer*
- *Line managing the Data Manager*
- *Chairing the Special Considerations Committee with the Deputy Headteacher.*

##### *Deputy Headteacher*

- *Our Deputy Headteacher is*
- *Involved fully with the Head of Centre and Director of Studies agreeing policy and process in order to deputise for either of them.*
- *responsible for the policy and process for Special Considerations*
- *ensuring all relevant information for parents and students is communicated and accessible on the school's website.*

##### *SENco*

- *Our SENco is*
- *responsible for all access arrangements being in place .*
- *responsible for recording information for Special Considerations from parents and students.*
- *attending the Special Considerations Committee meetings*

*Our SLT (Assistant Heads, Director of Studies, Deputy Head, Head) will*

- *oversee and support the heads of department who they line manage.*
- *have full involvement in the development of the Centre Policy and its processes.*
- *be available to support the awarding of grades, evidence reviews and appeals process.*

*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/ 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*
- *advise the SLT on Examination Board procedures*
- *attend Special Consideration discussions*
- *be the main point of contact for external candidates*

## 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.*
- *This has been provided through after school CPD sessions and INSET days and includes training on unconscious bias and discrimination, QA procedures involved in setting, marking and moderating evidence used for assessments.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Heads of Department attend regular training led by SLT and will present their Assessment Records and QA processes to their Line Managers for checking.*

### **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*

- *The school will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *The school will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*
- *ALL NQTs, teachers new to the school, and anyone new to assessment will be trained and supported by their HOD and have further support from our Assistant Head in charge of Teacher Training.*

## 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. This has been presented to teachers involved with the assessments, and questions answered via CPD and INSET.*
- *Subject Assessment Records will list the evidence selected by Departments to form the Teacher Assessed Grades. This will also include the rationale for why the evidence was selected.*
- *All candidate records of assessment used to determine teacher assessed grades, and associated question paper/ task will be retained and made available for the purposes of external quality assurance and appeals.*
- *HODS will return assessments completed by students since March 30th 2021 and other relevant records to a central location so that they are organised in a way to be easily accessible if the HOD is not available.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including the "additional assessment materials" published in march, including groups of questions, past papers or similar materials such as practice or sample papers.*
- *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 or has been taught superficially and not in the same depth as a normal year.*
- *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 where appropriate (including work that took place during remote learning).*
- *We will use internal tests taken by pupils where appropriate*
- *We will use mock and practice 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, dance, drama and PE. Where it was not possible to train for or complete practical work, Heads of Department have followed JCQ Guidelines.*
- *Formal assessments have been organised to assess content taught, covering all assessment objectives.*
- *We will use assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*

*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. This will be documented through the Subject Assessment Records.*
- *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 considering assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed. These will only be used in special cases and documented appropriately.*
- *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 recognise that the full content of specifications cannot be assessed in the shortened time frame available through cancellation of exams and have ensured all assessment objectives and the high order skills are assessed in formal 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 and full range of assessment objectives of the course they have been taught.*
- *We will recognise that the full content of specifications cannot be assessed in the shortened time frame available through cancellation of exams and have ensured all assessment objectives and the high order skills are assessed in formal assessments.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias. The QA process will document how this is achieved.*
- *Our Heads of Department will produce an Assessment Record for each subject cohort and will share this with SLT. Any necessary variations for individual students will be recorded by teachers/SENCo following advice from the Special Considerations Committee, with a commentary explaining the reason for the variation and the effect.*
- *Our Heads of Department will ensure samples of evidence since March 2021 used towards the Teacher Assessed Grade have been moderated.*
- *Our Heads of Department and teachers will apply the school's QA checklist to the marking and moderating of work since March 2021 to be included as evidence.*
- *Our Heads of Department will be aware of the grade distribution of their subjects for the years 2017-19.*
- *Our Heads of Department will not change a grade based upon historical distributions unless the evidence in the student portfolio suggests it should be changed.*
- *Where the 2021 distribution differs significantly from the historical distribution the Head of Department will write a commentary explaining the difference.*

## 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.*
- *The school has set up formal assessment windows for ALL students to have the same access to a silent, supervised place to complete assessments; for ALL students to have the same access to IT if needed; to have the same timeframe (observing individual access arrangements) and see questions at the same time.*
- *All teachers and Heads of Department complete a QA checklist to ensure they have put in the agreed measures to avoid unconscious bias.*
- *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, documented in the QA 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.*
- *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.*
- *Heads of Department will apply appropriate grade boundaries to assessments.*
- *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 the SLT Line Manager of that department or the Director of Studies.*
- *Single teacher departments are also moderating a sample by a teacher from another school.*
- *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 (e.g. 2017 - 2019).*
- *Heads of Department will be aware of these before submitting Candidate Assessment Records to SLT.*
- *We will consider changes of exam board/syllabus/new subjects.*
- *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 pupil prior attainment data at a subject cohort level.*
- *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\*-U 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 consider any other relevant data sources that will help to quality assure the grades we intend to award in 2021*
- *We will include Pupil prior attainment data*
- *We will consider subject level as well as centre level data.*
- *We will revisit the evidence with the head of department to check quality assurance*
- *We will consider staffing changes, particularly to Head of Department*
- *We will consider pupil prior knowledge for subjects taken through from GCSE*
- *We will analyse the rationale presented by the head of department for the divergence*
- *We will consider our academic school priorities over the last two years and actions taken*
- *We will compile a narrative of any divergence to historical data using the above and other relevant information that may emerge.*

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

NA.

## 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 inadvertently without an agreed reasonable adjustment or access arrangement, following a diagnosis, we may remove that assessment from the basket of evidence and alternative evidence obtained.*
- *We will communicate with parents and students to give them the opportunity to present evidence of illness or personal circumstance which might have affected assessments.*
- *Where illness or other personal circumstances have been validated as having affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements in accordance with JCQ Guidance.*
- *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 in line with the JCQ guidance, advice and exemplars.*
- *To ensure consistency in the application of Special Consideration, all Special Consideration requests will be fed to a committee made up of the Head of Key Stage/ Year, Exams Officer, SLT Director of Studies, DSL and SENCo. They will advise teachers on the approach for each individual case according to the need and record the decision.*

## 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 as below:
- *Teachers aimed to cover as much of the course content as they could in order to prepare students for University (A Level) and sixth form (GCSE), content was covered in varying degrees of depth.*
- *As time has been truncated due to the deadline being brought forward and the need to try and complete courses, formal assessments have been devised to assess the learning objectives and skills including higher order but not all the content has been assessed in the final assessments. This has been recorded in the Subject Assessment record.*
- *For subjects with an extremely wide range of content some assessments have been altered to include an element of choice. This has been recorded in the Subject Assessment record.*
- *Where an individual has been unable to sit an assessment, due to valid adverse circumstances, the school has replaced this evidence with something else and explained its context in an individual candidate record.*
- *Where an individual has been able to sit an assessment but needed to do this remotely/ or on a different day, this is explained in a commentary.*
- *Where a student has been highlighted as experiencing significantly more lost learning compared with the rest of the cohort, this has been recorded, and alternative evidence may have been submitted with a commentary.*

## 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.*

*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;*
- *all markers should follow the QA process.*

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

- *All teachers discussed the QA process in their departments; moderation and moderation exercises were done collaboratively .*
- *Line managers/ SLT met with HODs and visited departments to discuss their process.*

*Members of staff have been asked to fill out a conflict of interest declaration where they have a relation who is taking assessments and receiving a grade. There are no Heads of Department or members of SLT involved.*

## 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 teachers and Heads of Departments keep Subject Assessment Records and Rationales to explain why evidence was chosen; records of grade boundaries applied; records of moderation processes.*
- *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 recent evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*
- *Where student responses are not available anymore, markbooks will be available showing recorded marks.*

## 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.

- *Students will sign Candidate Declaration Statements to confirm that any work used as evidence toward their grade is their own.*
- *For the significant remote assessments, professional invigilation was 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.*
- *Where subjects believe that particular assessments did not have the same level of reliability they have taken this into account when deciding how to use this evidence.*
- *A significant amount of the evidence is from formal assessments sat following JCQ guidelines.*
- *The school is RAG rating the reliability of evidence, considering whether it was produced at school under supervision/in class, at home or online.*

*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.*
- *Data is shared only with relevant teachers, Heads of Department, SLT and Exams Officer.*
- *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 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.*
- *Teachers who have children in the school sitting assessments have signed declarations that they will not seek to know or influence the gradings awarded to their children. No teacher directly teaches their child in any subject or will have access to their data. The exams officer has a child in year 13 and their grades will be double checked by the SLT exams lead prior and post submission.*
  
- *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.*
- *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](#).*
- *Specific to our centre includes:*

*Teachers and support staff who have children in the school sitting assessments have signed declarations that they will not seek to know or influence the gradings awarded to their children. No teacher directly teaches their child in any subject. These teachers do not include any Heads of Department and so it will be managed that no teacher whom this affects is involved in the Departmental sign-off of the grades awarded.*



*The Examinations officer has a child in year 13. All grades input to the examination boards will all be re-checked by the Director of Studies and finally submitted by the Head of Centre to avoid any potential changing of grades of anyone in this year group.*

*: All invigilators involved in assessments who have children in examination years, have been managed appropriately according to the exam board rules on COI and have signed the required DOI forms.*

*: We have considered the need to separate duties and personnel to ensure fairness in later process reviews and appeals. An administrative assistant/ qualified invigilator will be trained to complete any processes that could result from a conflict of interest.*

## Private candidates

We do not have any private candidates who have no existing relationship with the school. We do have the following situations for our process this year.

### A. Year 14 Candidates

These candidates are students from the 2019-2020 year 13 who wanted to sit the exams in Summer 2021 to improve on their 2020 Centre Assessed Grades. Some of them took the opportunity to sit the Autumn 2020 series exams and wished to try and improve even further and some chose not to sit in Autumn 2020 but had opted for Summer 2021.

Additionally, we have one former student taking A Level Maths with us in 2021 as a private candidate.

Our arrangements for assessing these candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates. We have invited them in to assessments that the current year 13 are sitting and will use this evidence for grade determination. As previous students, we have knowledge of their work during their time with us, their CAG for Summer 2020 and, where relevant, their achieved Autumn 2020 grade.

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 these Private Candidates have been excluded from our analysis.

### B. Year 12 Candidates

These candidates are students from the 2019-2020 year 11 who wanted to sit the exams in Summer 2021 to improve on their 2020 Centre Assessed Grades for core GCSE.

Our arrangements for assessing these candidates to arrive at appropriate grades are identical to the approaches utilised for in-year candidates. We have invited them in to assessments that the current year 11 are sitting and will use this evidence for grade determination.

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 these Private Candidates have been excluded from our analysis.

### C. On-roll students studying subjects independently

We have always had on-roll students studying subjects independently where, subject to fulfilling the requirements of the specification, we have entered them to sit summer examination papers. This is often in home-spoken languages, but also where they might

wish to sit the A Level after only one year's work rather than two, or they are studying the subject independently because it could not fit into their school timetable.

Our arrangements for assessing these candidates to arrive at appropriate grades are identical to the approaches utilised for in-year candidates. We have asked them to sit the same assessments that the current year 13 are sitting and will use this evidence for grade determination.

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 these Private Candidates have been excluded from our analysis.

#### D. Local Consortium Arrangement

We have a long-standing relationship with a local theatre school. Their Head of Centre is also a teacher in this school and examines our year 13s in the Pearson BTEC Technical Theatre qualification.

The theatre school uses us as an examination centre for basic GCSEs for their students - English, Maths, Science, History. Normally the extent of this relationship is that we make the exam entries, host the papers and issue the results.

The Head of Centre has attended our internal training on Teacher Assessed Grades and we have passed on all relevant JCQ guidance. They are carrying out their own robust assessments of their students for their evidence portfolios and providing moderation samples to our teachers to mark.

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 these 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**.*
- *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/AS 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 will be made aware of arrangements for results days, which will incorporate local and national Covid requirements in place at the time.*

## 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.*