

Whitley Bay High School Centre Policy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades – summer 2021: Whitley Bay High School

Statement of intent

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

Statement of Intent

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

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure the consideration of historical centre data (2017-2019 exam seasons) in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance at a teacher, department and whole school level, in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, and the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

Roles and responsibilities

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

Roles and Responsibilities

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

Head of Centre

- Our Head of Centre, Steve Wilson, will be responsible for approving and implementing our policy for determining teacher assessed grades in line with the procedure ratified by our Governing Body on March 18th 2021 (this procedure 'CAG Procedure 2021' is attached in the Internal Quality Assurance Section of this document.)
- Our Head of Centre has overall responsibility for the 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, ratified by governors, 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:

- 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 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 when deciding 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.

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.

Our school has moderated and standardised attainment data for our students across all courses for many years. This has been used to track student progress and provide intervention and support to ensure students achieve their best possible outcomes. Since March 2020 we have been aware that teacher assessed grades may be used for the summer 2021 exam series and have ensured that assessment data has been recorded, moderated and standardised by departments, and then by the SLT Data Team at a teacher, department, and whole school level using historical data. (This is, however, normal practice at WBHS where Currently Working at Grades and Most Likely Outcome grades are moderated as part of our QA mechanisms as a matter of course. This has been the case for a number of years). To achieve this in a uniformed manner across all subjects, our Leadership Team have provided regular updates to our Raising Achievement Leaders, made up of our Heads of Department & Teachers in Charge of subjects. In turn, this information has been passed on to all teachers through departmental meetings and briefings – with our weekly all-staff 1-hour training time dedicated to departmental moderation.

Where new information or updates have been released, whether at a whole-school or department-specific level, we have shared these with all relevant staff, via information sent by the Leadership Team or Exams Officer.

Following the release of Ofqual and JCQ guidance specific to Summer 2021 Teacher Assessed Grades, additional briefings have been carried out to ensure all staff involved in determining grades are aware of the process that will be followed, and that this will be consistent throughout the school.

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 including department and SLT data Team level moderation.

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.
- In line with the JCQ document 'Retention of Candidates' work for the summer 2021 series document (<https://www.jcq.org.uk/wp-content/uploads/2021/03/Retention-of-evidence.pdf>) we will ensure that all candidate evidence produced after 24th March 2021 and used to determine teacher assessed grades will be retained and made available for the purposes of external quality assurance and appeals. Marks will still be used where evidence is no longer held if it was produced before 24th March 2021.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by students.
- 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 (AAM)

In anticipation of the cancellation of summer 2021 examinations, the school put in place an assessment plan for each qualification, agreed with the Head of Department and school leadership team, and as updated advice and guidance has been released since March 2020. As detailed above, we are using a range of evidence to finalise our teacher assessed grades.

AAM, released at the end of March 2021 and made up almost entirely of past exam papers, will be adopted by departments where the format and design of the materials is viewed as complementing the pre-planned assessment programme.

AAM will not be used in its entirety by all departments as this would lead to a replication of a full exam series, and this has been cancelled by the DfE as it was deemed an unfair way of assessing students in light of the disruption experienced over the past 12 months.

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, as far as possible, 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.

Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

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

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

Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions. It also contains our school Centre Assessed Grades Procedure 2021.

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. Staff will be required to sign to say that they have read and understood the Centre Policy document. A record will be kept by the Senior Leadership Team and staff will be instructed to speak to a member of the team if they have any questions or queries in relation to the document before signing.
- 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 a department and whole school level.
- 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 Linda Buckle (Deputy Headteacher).
- 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.

WBHS Centre Assessed Grades Procedure 2021

This paper, with an accompanying presentation, was presented to governors on March 18th 2021, which was prior to the JCQ Guidance being released. We felt this was necessary due to the lateness of the anticipated guidance and the need to ensure governor scrutiny and ratification of our process. The Governing Body duly ratified this process at the above dated meeting.

On the 25th of February, following the consultation process, the government released their guidance regarding the awarding of exam grades for the summer 2021 examination season. It is important to highlight this guidance does not yet include the detailed guidance from the exam boards regarding these exam grade judgements. This is expected prior to the Easter break. In summary the guidance states:

- Students will receive grades awarded and determined by teachers, with pupils only assessed on what they have been taught.
- Teachers will be able to draw on a range of evidence when determining grades, including the optional use of questions provided by exam boards, as well as mock exams, coursework, or other work completed as part of a pupil's course, such as essays or in-class tests.
- Teachers will submit grades to exam boards by 18 June, allowing as much teaching time as possible before teachers make their assessments.
- Results days for GCSE, A level and some vocational qualifications will take place in the week of 9 August – moved forward from the week of the 23 August. These earlier dates provide additional time for appeals to be completed, so students reliant on those outcomes to achieve their university offer have the best chance of accessing a place. A Level grades will be issued on the Tuesday 10th August and GCSE grades on Thursday 12th August.
- To support teachers in making their judgements, exam boards will provide detailed guidance before the end of the spring term.
- Students studying vocational and technical qualifications (VTQs) that are often taught alongside GCSEs and A levels on one- or two-year courses, and used for university or college places, will also receive grades assessed by teachers rather than sitting exams.
- Schools, colleges and other educational settings will conduct multiple checks – such as checking consistency of judgements across teachers and that the correct processes were followed - to ensure as much fairness as possible.
- At the same time, exam boards will conduct their own checks, through a combination of random sampling and more targeted scrutiny where they identify cause for concern.
- Every student will have the right to appeal their grade.

Whitley Bay High School's approach:

Despite the January announcement by the Government that GCSE and A Level summer exams will be cancelled, this is something we have been anticipating since September 2020.

Therefore, as is always the case, every department and each individual class teacher had already completed a great deal of assessed work both while students have been in school and during lockdown to base the GCSE and A Level Centre Assessed Grades on.

This assessed work then informed the Currently Working at Grades (CWAs) and Most Likely Outcome Grades (MLOs) that students and parents see on reports.

CWA grades are based on a flightpath model with students building towards their final grade.

MLO grades are more of a prediction estimating what a student is likely to get at the end of the course if they continue to work as they are, based on assessed work already submitted.

As is usually the case, these grades are internally moderated by the SLT Data Team to check consistency between classes within the same subject and to check overall department grades which, while recognising the trajectory of results, reflect historical performance. This moderating process may lead to Heads of Department working with their teachers to adjustments the grades accordingly.

Therefore, a great deal of moderation and standardisation of student grades has already taken place.

In addition, this term, and for the remainder of the Yr.11 and Yr.13 courses, every department has been identifying key assessments to be moderated and standardised in the run up to the final Centre Assessed Grades being submitted to Leadership. All department meeting time, and training time has been allocated to allow standardisation time to ensure assessment is consistent across each department and cohort.

Therefore, each Centre Assessed Grade will be based on all the information the school has accumulated on students throughout their courses which has been subject to moderating and standardisation throughout.

GCSE planning for Centre Assessed Grades (CAGs) at WBHS

- Yr.11 students received a Progress Check in November that also included a CWA grade. These CWA grades were checked and moderated by the Leadership Data Team at a teacher and department level using historical data.
- In January, as is always the case, teachers made predictions about the likely grades students will get in the summer exams. These were checked and moderated at a teacher and department level using historical data by the Leadership Data Team and adjustment made. These predictions are not shared with students or parents but are for internal use and inform intervention.
- Yr.11 Trial Examinations scheduled in February could not take place due to lockdown. However, departments continued with assessment work during the lockdown period.
- Yr.11 students receive their Progress Report with CWA grades on Friday 12th March. These CWA grades were checked and moderated at a teacher and department level using historical data by the LT Data team. As you get closer to the final exams or, in this case the submission date for CAGs, the CWA grade gets close to the final submitted grade.
- Yr.11 Parents Consultation Evening takes place on Thursday 18th March and Wednesday 24th March where teachers discuss the CWA grade and ways students can develop their skills to continue to improve.
- Following the cancellation of examinations, Heads of Department have been working with the Leadership Team to identify key assessments within the Spring and Summer Term that students will complete which will be carefully moderated and standardised within each department. Marks will be based on the marking criteria and grade boundaries published by exam boards. This provides additional data to base our CAGs on that has been carefully moderated at a department level.
- With regards to the optional use of exam questions/mini tests provided by the exam boards - as this procedure is being prepared for governors such questions/mini tests and additional guidance is not yet available. Therefore, given this and given the level of assessment and standardisation that has already taken place and will continue to take place, our approach is departments should only use these tests if they are useful in the CAG process. Heads of department will discuss this with members of Leadership.

- Once the exam boards have released their ‘detailed guidance’ regarding the awarding of grades, expected by the end of the Spring Term, we will provide training for Heads of Department and teachers on the submission of CAGs.
- Given the deadline for submission of the CAGs is 18th June, we know, based on the successful CAG process we went through last year that the moderation process took 4 weeks to complete. Therefore, departments will be asked to submit their teacher assessed grades on Friday 14th May. These grades will be based on a wide range of data and information including student progress over the period of the course, work completed as part of a student’s course, such as essays or in-class tests, NEAs, coursework, practicals and teacher experience of likely outcomes based on the previous 2 years of results. This will also be informed by CWA grades, MLOs and predictions that have all been moderated by the SLT Data Team.
- This will be followed by the Leadership Data Team carrying out further moderation of these grades in terms of both attainment and progress at a class level and department level using historical data from the 2017 to 2019 exam seasons. This may lead to further adjustments followed by further moderation.
- As a final check, members of SLT, along with the Year 11 Pastoral team, will assess the Centre Assessed Grades student by student to check for anomalies and to check for any discrepancies compared to CWA, MLO and predicted grades. This may will lead to further work with Heads of Department and individual class teacher to produce a set of grades that is a fair and accurate reflection of each student’s progress and ability in each subject while also reflecting the historic performance of our school and trajectory of our results in recent years.
- This final checking process is the culmination of the previous LT checking and moderating that has taken place and reflects the DfE requirement for schools to conduct multiple checks – such as checking consistency of judgements across teachers and that the correct processes were followed - to ensure as much fairness as possible.

A’ level Centre Assessed grades

- A very similar process will be applied to our A Level and Applied General CAGs.
- Yr.13 students received a Progress Report in November that included a CWA grade and MLO grade. These grades were checked and moderated at a teacher and department level using historical data from the 2017 to 2019 exam seasons by the Leadership Data Team.
- Students and parents also know their UCAS grades submitted at the start of Yr.13 by teachers to support their university applications. We make it clear these UCAS grades are not predictions.
- Yr.13 Trial Examinations scheduled for January could not take place due to lockdown. However, departments continued with assessment work during the lockdown period.
- At the end of January, Yr.13 students received a Progress Check with an updated CWA grade instead of their Trial Exam grades. These CWA grades were checked and moderated by the Leadership Data Team at a teacher and department level using historical data.
- Yr.13 Parents Consultation Evening was replaced by a week of phone calls by staff to parents to discuss the CWA grade and ways students can develop their skills to continue to improve.
- As with Yr.11, following the cancellation of examinations, Heads of Department have been working with the Leadership Team to identify key assessments within the Spring and

Summer Term that students will complete which will be carefully moderated and standardised within each department. Marks will be based on the marking criteria and grade boundaries published by exam boards. This provides additional data to base our CAGs on that has been carefully moderated at a department level.

- With regards to the optional use of exam questions/mini tests provided by the exam boards - as this procedure is being prepared for governors such questions/mini tests and additional guidance is not yet available. Therefore, given this and given the level of assessment and standardisation that has already taken place and will continue to take place our approach is departments should only use these tests if they are useful in the CAG process. Heads of department will discuss this with members of Leadership.
- Once the exam boards have released their 'detailed guidance' regarding the awarding of grades, expected by the end of the Spring Term, we will provide training for Heads of Department and teachers on the submission of CAGS.
- On Monday 15th March departments will be submitting updated MLOs based on all the assessment data available for each student. These MLOs will again be carefully checked and moderated by the Leadership Data Team at a teacher and department level using historical data.
- Given the deadline for submission of the CAGs is 18th June, we know, based on the successful CAG process we went through last year that the moderation process took 4 weeks to complete. Therefore, departments will be asked to submit their teacher assessed grades on Friday 14th May. These grades will be based on a wide range of data and information including student progress over the period of the course, work completed as part of a student's course, such as essays or in-class tests, NEAs, coursework, practicals and teacher experience of likely outcomes based on the previous 2 years of results. This will also be informed by CWA grades, MLOs and predictions that have all been moderated at a teacher and department level by the SLT Data Team using historical data.
- This will be followed by the SLT Data Team carrying out further moderation of these grades in terms of both attainment and progress at a class level and department level using historical data from the 2017 to 2019 exam seasons. This may lead to further adjustments followed by further moderation.
- As a final check, members of SLT, along with the Year 13 Pastoral team, will assess the Centre Assessed Grades student by student to check for anomalies and to check for any discrepancies compared to CWA, MLO and predicted grades. This may will lead to further work with Heads of Department and individual class teacher to produce a set of grades that is a fair and accurate reflection of each student's progress and ability in each subject while also reflecting the historic performance of our school (2017 to 2019 exam seasons) and trajectory of our results in recent years.
- This final checking process is the culmination of the previous SLT moderating process that has taken place and reflects the DfE requirement for schools to conduct multiple checks – such as checking consistency of judgements across teachers and that the correct processes were followed - to ensure as much fairness as possible.

Following this, we will submit our Yr.11 and Yr.13 CAGs to the exam boards by the 18th June. We will ensure each moderation process is logged so that, should we be subject to random sampling by Ofqual or any of the examination boards, our process is transparent and stands up to the closest scrutiny.

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 and value-added performance of our students in the exams that took place in 2017, 2018 and 2019 at a subject by subject and whole school level.
- 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, will 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 attainment and progress performance and data trends. 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.
- Our current Year 13 cohort was the highest performing year group we have ever had based on GCSE attainment and progress measures. This, alongside our assessment data for these Yr.13 students, highlights this cohort would have performed at a higher level in some subject areas and at a whole school level, than previous cohorts including those examined in the years 2017, 2018 and 2019. However, we have still used 2017 - 2019 exam data to carefully benchmark our Teacher Assessed Grades throughout the department and whole school moderating process. The data in the table below indicates the higher GCSE performance of the current Yr.13 students compared to previous years.

Year	Progress 8 Score	Attainment 8 Score	FFT 50 Value Added
2019 GCSE Results for Y13 Leavers in 2021	+0.39	54.62	+0.54
2018 GCSE Results for Y13 Leavers in 2020	+0.37	53.88	+0.50

2017 GCSE Results for Y13 Leavers in 2019	+0.26	52.91	+0.30
2016 GCSE Results for Y13 Leavers in 2018	N/A	Not applicable	+0.30
2015 GCSE Results for Y13 Leavers in 2017	N/A	N/A	+0.47

- It is also important to highlight our KS4 and KS5 results have followed a consistent upward trend for the last 5 years in terms of attainment and progress. This would have been reflected in our 2021 exam data had exams gone ahead and is therefore reflected in our 2021 Teacher Assessed Grades. Given the size of our cohort this consistent upward trend is statistically important and reflects our outstanding exam success.
- In our Department Declaration Forms an explanation is provided for any significant deviation in this year's results compared to previous years whether that be for results that are lower or higher than the exam seasons 2017 to 2019.
- Our Progress 8 scores for the last 4 years demonstrates that our Yr.11 students perform at a statistically significant higher level than the national average for students of similar ability at all ability levels. This too has followed a consistent upward trend.
- The contextual information above is important when considering our 2021 KS4 and KS5 CAGs.

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 either: remove that assessment from the basket of evidence; ensure alternative comparable evidence obtained with the provision of access arrangements is used; or ensure due consideration is given if the majority of evidence has been produced without the provision of access arrangements.
- 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, this process will be co-ordinated by our Exams Team in consultation with the SLT Data Team and Pastoral teams.

The Exam Team have read and understand the [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#) in advance of starting this process and this has therefore informed our process for Special Consideration for this summer.

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.
- Each department has a record of any students who have missed an assessment, and any variations in the evidence used. For all students where this is the case, alternative evidence may have been used and this has been documented on their individual variation sheet within the assessment record. If alternative evidence was not applicable or available, an explanation of how the grade was awarded is provided on the variation sheet.

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; and

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

Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

Authenticating evidence

D. Authenticating evidence

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

- Robust mechanisms, 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 mechanisms will include, where appropriate to the subject and content, assessments carried out in high, medium and low control levels. Assessments will be stored securely by staff when being marked and during standardisation. Teachers will assess work for any signs of duplication or copying, and investigate further in line with school procedures when any suspicious of malpractice are identified.
- 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/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.

- The SLT Data Team will ensure that malpractice, maladministration or possible conflicts of interest have been addressed for the specific challenges of delivery in Summer 2021.
- 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 or 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.

- 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](#).
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later processing of reviews and appeals.
- In the case of a teacher who is the sole teacher of their child in a GCSE subject, the department in question will jointly internally standardise all evidence being submitted for that student for their final grade.
- In the case of the child of our Headteacher, who is certificating in four Level 3 qualifications, the Headteacher will have no involvement in the review or submission process for those specific grades, with this process managed by the Deputy Headteachers and Examinations Officer. Furthermore, the Headteacher will have no access to the TAGs for his child until after they are released on the summer 2021 result day.

Private candidates

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

A. Private Candidates

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

Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.

- Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
- In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

External Quality Assurance

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

A. External Quality Assurance

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

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- Student evidence on which decisions regarding the determination of grades has been retained in line with the 'Use of Evidence' statement listed above. Evidence held by the centre will 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 have been made aware of arrangements for results days.

Appeals

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

A. Appeals

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

- All staff and Governors involved will be 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.