

# Centre Policy: St Helen and St Katharine

---

FOR A/AS LEVELS, EPQ, GCSES, (I)GCSES AND LEVEL 1 LATIN FOR  
SUMMER 2021



## Centre Policy for determining teacher assessed grades – summer 2021: St Helen and St Katharine (SHSK)

### Statement of Intent

Grades at SHSK should come from assessing what students know, understand and can do – their performance – not their potential or prediction.

Policy aims:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To provide staff with clear guidelines and support in order to ensure the grading processes work effectively.
- 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/Pearson (for IGCSE) guidance.
- To ensure the consideration and **appropriate** use of historical centre data in the decision-making process.
- To support a high standard of internal quality assurance.
- 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 (including Pearson for iGCSEs) for Summer 2021 qualifications.
- To ensure the process for communicating to students and their parents about how they will be assessed is clear and accessible.

## **Roles and Responsibilities**

### **Mrs Dougall (Head of Centre):**

- is responsible for approving this the policy for determining teacher assessed grades (Tags).
- has overall responsibility for SHSK as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- will ensure that all necessary training is in place for this summer's assessments
- 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.
- will ensure a robust internal quality assurance process has been produced, deployed and signed-off in advance of Tags being submitted.
- liaison with Abingdon School re assessment of jointly taught A levels

### **Heads of Department (HODs), with support from Mrs Stubley (Deputy Head) will:**

- provide training and support to Year 9 (Latin) Y11, L6 (EPQ) and U6 teaching staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments.
- ensure single teacher subjects have access to subject specialist colleagues to support their teacher assessed grades decision-making processes.
- be responsible for ensuring staff have a clear understanding of the department record-keeping and internal and external quality assurance processes and their role within these.
- 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 necessary liaison with Learning Support team
- complete the Assessment record and include:
  - details of the evidence used for determining student grades.
  - a narrative explaining the rationale for evidence used.
  - conditions of completion of the evidence.
  - coverage of the taught course and assessment objectives.
- ensure that student assessment records are completed including variations for individual students.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- respond promptly to awarding organisation requests for evidence and data and organise the collation and provision of both
- respond promptly to awarding organisation requests for virtual visits

**Specialist Subject Teachers 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.
- contribute to department data, for each student they teach, information about 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.
- as instructed by their HOD securely store and be able to retrieve sufficient evidence to justify their decisions.

**Director of Studies will:**

- produce analysis and predictions using baseline testing results and historic data for use **AFTER** the department grading process has been completed
- if required, will support the relevant HODs with preparing a succinct narrative on the outcomes of the review against historic data. This narrative will be discussed with the Head of Centre. This commentary will be available from the Head of Centre for subsequent review during the QA process should it be required.

**Head of Learning Support (HofLS) will:**

- ensure the learning support register is kept up to date with a check for accuracy by 17 May 2021.
- ensure efficient email/iSAMS communication of any access arrangement changes and/or further details received after 17 May to HODs, Heads of Section and specialist subject teachers.
- guide and support HODs and specialist subject teachers in their application of access arrangements.
- advise students about their individual access arrangements.
- respond to communication with parents of students with access arrangements to answer any questions received during the grading process.

**Heads of Section (HOS) of Year 9 & 11 and Sixth Form will:**

- ensure the pupil (student) confidential information is kept up to date with a check for accuracy by 17 May 2021.
- ensure efficient email/iSAMS communication of any mitigating circumstances received after 17 May to HODs and specialist subject teachers.
- guide HODs and specialist subject teachers in their understanding of pastoral concerns and mitigating circumstances.
- Responsibility for communication and guidance as above: for Y9 (Latin) and Y11 (i/GCSEs) rests with the HOS Middle School.

- Responsibility for communication and guidance as above: for L6 (Acc EPQ) and U6 (AS/A Levels) rests with HOS Sixth Form.

#### **Examinations Officer will:**

- ensure efficient distribution of all JCQ, Department of Education, Ofqual and awarding organisations guidance and communication received, as Exams Officer, to relevant school staff.
- organise the whole school sports hall assessment process and liaise with HofLS to ensure access arrangement provision for appropriate students.
- Organise the audit of training information: to include training information received by the Exams Office and/or HODs, training accessed, attended and cascaded to subject colleagues by relevant staff
- ensure students and parents are fully informed about the organisation of the results days and the appeal process
- be responsible for the administration of the teacher assessed grades processes and submission of required information to the awarding organisations.
- promptly pass on any requests for evidence, data and virtual visits to relevant HOD and senior staff
- manage the post-results services.

#### **Governor scrutiny:**

- The Chairs of the Education Committee and the Risk and Compliance Committee of the Governing Body will meet with Mrs Stubbley, Deputy Head, prior to submission of this policy to JCQ and Pearson to test the school grading process with reference to this policy.

#### **Training**

- Teachers involved in determining grades at SHSK will attend any centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all relevant training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

#### **Support 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.

#### **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 from 19 April used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- All data from before 19 April relating to candidate evidence used to determine teacher assessed grades 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.
- 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 mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

**Additional Assessment Materials**

- We will use additional assessment materials to give students the opportunity to show what they know and understand; this will include content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

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

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

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

HODs will manage the department grading process and ensure:

- grades will be determined 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.
- staff will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- an Assessment Record will be written by all staff for each subject cohort and teachers will include any necessary variations for individual students.
- Students taught at Abingdon School for economics A level will have their grade determined by systems in place at Abingdon School, these procedures have been shared at a senior staff level and Abingdon's policy will be available for quality assurance on request.

### **Internal quality assurance**

- 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.
- 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 (see SHSK practice below).
- 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**

- we have compiled information on the grades awarded to our students in past June series in which exams took place from 2017 - 2019.
- we will consider any differences in the size of our cohort from year to year.
- we will consider the pattern 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.

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- We will compile historical data giving appropriate regard to potential mixtures of A\*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will include grades from international GCSEs because we have previously offered these.
- 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.

- There are no significant changes in our whole school cohorts that need to be reflected in our comparisons.
- Any changes in particular subjects would be reflected in our referencing of historic data.

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

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence will be obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will consider one of the following as necessary variations:
  - taking account of this when making judgements.
  - providing an opportunity to replace that evidence with another piece of work.
- 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 considering any necessary variations will have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

#### **Addressing Disruption/Differentiated Lost Learning (DLL)**

- students do not have to have completed a mandated amount of content or demonstrate skills, knowledge and understanding across every area of the specification.
- Teacher assessed grades will therefore be determined based on evidence of the content that has been taught and assessed for each student.



- grading discussions will be informed at a department level by staff knowledge of disruption and differentiated lost learning both during online and socially distanced learning.

### 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
- undue weight is given to the opinions of others who are currently working with a student in the role of subject teacher.

### Recording Decisions and Retention of Evidence and Data

- Heads of Departments and specialist subject teachers will:
  - maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades at class level.
  - 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.
- 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.
- will comply with our obligations regarding data protection legislation.
- will ensure that the grades accurately reflect the evidence submitted.
- 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

- Robust mechanisms, as detailed below, 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.
- 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

- 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

- Our 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 will be reminded of the importance the information on malpractice and maladministration.
- All staff involved have been made aware of the specific types of malpractice as detailed in the JCQ guidance on determining grades and which may affect the Summer 2021 series.
- 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

- 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 process reviews and appeals.

### External Quality Assurance

- 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 details our approach to the issue of results to students and the provision of advice and guidance.

- All staff involved will be made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and I/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.

### Appeals

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

- All staff 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 will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners will be 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.
- For joint subjects shared between SHSK and Abingdon School, appeals will be made to/via the entering centre. The other centre may be contacted to assist with an appeal if appropriate.