

# Redmoor Academy Centre Policy

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FOR GCSES, SUMMER 2021



# Centre Policy for determining teacher assessed grades – Summer 2021: Redmoor Academy

## Statement of intent

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

### Statement of Intent

*The purpose of this policy is:*

- *To ensure that centre 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 in the process, and the appropriate decision making in respect of, centre assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of centre 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.*

## 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 centre assessed grades this year.

### Roles and Responsibilities

#### **Head of Centre**

*Our Head of Centre, Matt Nicolle, will:*

- *be responsible for approving our policy for determining centre assessed grades.*
- *have overall responsibility for Redmoor Academy as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *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.*
- *ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

#### **Senior Leader with responsibility for exams and outcomes:**

*Our Senior Leader with responsibility for exams and outcomes, Kate Grocock, will:*

- *provide training and support to all other staff on reaching accurate and consistent judgements.*
- *support the Head of Centre in the quality assurance of the final centre assessed grades.*
- *ensure an effective approach across departments and authenticating the preliminary outcome from single-teacher subjects.*
- *be responsible for ensuring all staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that a Head of Subject Assessment Record and Declaration is completed for each qualification.*

#### **Senior Leadership Team**

*Our Senior Leadership Team will:*

- *ensure an effective approach within departments including supporting Heads of Subject in their decision-making and authenticating the preliminary outcome from single-teacher subjects.*
- *ensure Heads of Subject have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that a Head of Subject Assessment Record and Declaration is completed for each qualification they line manage.*
- *Ensure Heads of Subject have checked communications to students about the evidence being used in the subject to determine grades including any variations for individuals.*

#### **Heads of Subject**

*Our Heads of Subject will:*

- *provide guidance and support to staff in their department.*
- *support the Head of Centre in the quality assurance of the final centre assessed grades.*

- *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 judgements.*
- *ensure that a Head of Subject Assessment Record and Declaration is completed for their qualification 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 centre assessed grades. Any necessary variations for individual students will also be recorded.*
- *Ensure all teachers in their team have communicated to students as a whole the common evidence base being used for the subject, and to individuals any alternative evidence being included in place of a common assessment, with accompanying reasons.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

### **Teachers**

*Our 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.*
- *produce an Assessment Record for each class, 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.*
- *Communicate to students as a whole the common evidence base being used for the subject, and to individuals any alternative evidence being included in place of a common assessment, explaining the reasons for this decision.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

### **SENDCo**

*Our SENDCo will:*

- *ensure assessments are conducted with the appropriate access arrangements in place, in line with this Centre Policy and guidance from the Joint Council for Qualifications.*
- *have readily available records of access arrangements and how these have been met.*

### **Examinations Officer**

*Our Examinations Officer, Melanie Sinclair, will:*

- *be responsible for the administration of all access arrangements and our final centre assessed grades and for managing the post-results services with support from Kate Grocock and Matt Nicolle.*
- *Be responsible for the safe retention of supporting evidence (March mock exams and further evidenced produced after 12<sup>th</sup> April 2021).*

## 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**

- *We will establish a robust and consistent approach across all subjects through centre-based training, to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support, including that provided by the Joint Council for Qualifications and the awarding organisations.*

### **Support for Newly Qualified Teachers and teachers less familiar with assessment**

We have no Newly Qualified Teachers responsible for grading in 2021 and all teachers will receive training and support to make accurate and evidence-based judgements.

## 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

- *Teachers making judgements will have regard to the [Ofqual Head of Centre Guidance](#) on recommended evidence, the [DfE Guidance on Assessment](#) and further guidance provided by awarding organisations.*
- *March mock exam papers and all candidate evidence produced from 12<sup>th</sup> April 2021 and used to determine centre assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *Candidate marks for all other evidence obtained before 12<sup>th</sup> April 2021 will be retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using a variety of student work including some produced in response to assessment materials provided by our awarding organisation(s): 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 include 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.*
- *Evidence may include substantial class or homework (including work that took place during remote learning) and internal tests taken by pupils, with those conducted under high levels of control being given greater authority.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

*We provide further detail in the following areas:*

- *We will use additional assessment materials to give students the opportunity to show what they know, understand and can do, and to demonstrate improvement in their work in response to formative assessment.*
- *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.*
- *With the majority of assessments we will 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 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 and addressing disruption/differential lost learning (DLL)

*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 and addressing Disruption/Differentiated Lost Learning (DLL)**

- *Centre assessed grades will be determined based on evidence of the content that has been taught and assessed for each student. (moved from addressing disruption section)*
- *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.*
- *On a central, single document for each subject, our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our subject leaders will produce an Assessment Record for each subject cohort. Any necessary variations for individual students will also be documented.*

## 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**

- *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 robust internal standardisation of grades.*
- *We will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s), amending decisions where necessary.*
- *Where there is only one teacher involved in marking assessments and determining grades, they will engage with standardisation activity with at least one colleague in another setting and their process and decision-making will be reviewed by the relevant senior leader for the subject.*
- *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

- *We will compile information on the grades awarded to our students in past June series in which exams took place (2017 - 2019) and to grades awarded through our fair and rigorous process in 2020.*
- *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 review our centre assessed grades prior to their official submission, in both April and May, identifying any grades which seem overly lenient or harsh and reviewing the evidence and justification for these, instructing teachers to make any adjustments deemed necessary.*
- *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, address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

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

- *Students are being entered for the first time in 2021 in the following subjects: Travel & Tourism and iMedia, meaning there is no historical data with which to compare the 2021 centre assessed grades.*

## 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)**

- *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 factor this into the grade awarded by making an appropriate reasonable adjustment to the judgement reached, or use alternative evidence, recording this on the corresponding Variation for Students document.*
- *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 or seek alternative evidence.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

## Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

### **Objectivity**

*Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.*

*The Head of Centre, Senior Leaders and Heads of Subject 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, marking and the resulting centre assessed grades.*

*To ensure objectivity, all staff involved in determining teacher assessed grades will have read the [Ofqual Information on Making Objective Judgements](#) and be 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*

*Strategies for mitigating against unconscious bias (such as questions within assessments being marked by different teachers and papers being marked by teachers not normally responsible for the class) will form part of our internal standardisation process and help to ensure that there are different perspectives to the quality assurance process.*

## Recording decisions and retention of evidence and data

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

### **B. Recording Decisions and Retention of Evidence and Data**

- *We will ensure that teachers and Heads of Subject maintain records that show how the centre assessed grades process operated, including the rationale for decisions in relation to individual marks/grades through the Subject Assessment Record.*
- *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 ensure the accurate, electronic retention of records of assessment carried out before Easter 2021 in secure centre-based documents that can be readily shared with our awarding organisation(s).*
- *We will ensure the secure retention of physical evidence (including March mock exam papers and other relevant assessments produced after Easter 2021) so that this can be readily shared with our awarding organisation(s).*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*

## Authenticating evidence

### **C. 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, as per our normal procedures for NEA components.*
- *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**

- *All staff involved have been made aware of the need to maintain the confidentiality of centre 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 about the school's grading process have been shared with students, 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**

- *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 guidance 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.*



- *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**

- *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

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

### **A. 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 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 centre 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, up to the end of the summer term in Leicestershire: Friday 9<sup>th</sup> July.*
- *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, up to the end of the summer term in Leicestershire: Friday 9<sup>th</sup> July.*
- *Staff and leaders 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**

- *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**

- *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.*
- *Students 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.*