

Centre Policy for determining Teacher Assessed Grades - GCSEs: Shirebrook Academy, ACET

GCSE SUMMER 2021

CENTRE NUMBER: 23172

Policy Development

In creating this policy we have ensured that the following guidance and publications have been referenced, including:

Direction from the Secretary of State for Education to Ofqual's Chief Regulator, Department for Education, 25 February 2021

JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021, March 2021

General Qualifications Alternative Awarding Framework, Ofqual, March 2021

Information for centres about making objective judgements, Ofqual, March 2021

A guide to the special consideration process, JCQ, September 2020

Suspected Malpractice: Policies and Procedures, JCQ September 2020 – August 2021

General Regulations for Approved Centres, JCQ, September 2020 – August 2021

AQA: www.aqa.org.uk/2021-exam-changes

WJEC/Eduqas: <https://www.eduqas.co.uk/home/summer-2021-information-and-updates/>

OCR: www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/

Pearson/Edexcel: www.pearson.com/uk/educators/schools/update-for-schools.html

Centre Policy for determining teacher assessed grades for GCSEs– summer 2021: **Shirebrook Academy**

Statement of intent

Our intent is to ensure that all students in our centre are awarded grades that are **evidence-based, accurate** and **fair**. This policy promotes consistency of application by teaching staff both within and across different curriculum subject areas. It also carefully considers specific guidance from individual awarding bodies.

Statement of Intent

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 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, teacher assessed grades.
- To support internal quality assurance in the allocation of teacher assessed grades through standardisation and moderation.
- 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 clear communication of the process of assessment to candidates and their parents/carers.

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

Head of Centre

- Our Head of Centre, **Mark Cottingham**, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for **Shirebrook Academy** as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- provide guidance and support to colleagues during the process.
- 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 understand 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 Department Checklist is completed for each qualification that they are submitting. (See appendix 1)

SENDco

Our SENDco will:

- ensure that exam access arrangements are in place for qualifying students for all required assessments.

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 subject cohort, that includes the nature of the assessment evidence being used for each student and confirming the application of access arrangements where required. (Appendix 3)
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer will:

- provide administrative support to the SENDco in processing exam access arrangements for qualifying students.
- be responsible for making any special consideration requests should they arise.
- be responsible for the administration of our final teacher assessed grades and for managing the post-results services including the processing of appeals.

Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre has provided and will provide to those determining teacher assessed grades this year.

Training

- Senior Leadership and Heads of Department have discussed the requirements of awarding fair, consistent and accurate teacher assessed grades in summer 2021. Heads of Department have shared and discussed this with all teaching staff within subject areas.
- The types of evidence that will fairly promote the consistent and accurate awarding of grades to students across subjects have been identified, agreed and shared by 19/3/21 (See appendix 2)
- All subject/qualification areas submitted their assessment plans and rationales for types and methods of assessment following the guidance issued on appropriate and accepted methods of assessment. These were completed by 01/04/21 and are saved on the school's shared drive in T:\Heads of Department\Cohort 2021 TAGs
- JCQ's "GCSE grade descriptors to assist with determining grades" has been shared.
- Departmental time has been allocated for standardisation and moderation on 04/05/21 and 24/05/21 with further time used by departments during meeting times before and between these dates as required.
- Teachers make use of materials, training and support provided by the Joint Council for Qualifications and the awarding organisations.

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*

- All Newly Qualified Teachers (NQTs) are supported by their subject mentor and their Head of Department to ensure they are following the same procedures as more experienced teachers.
- This includes attendance at departmental moderation meetings
- Internal standardisation, moderation and quality assurance procedures will ensure that grades awarded are objective, fair and accurate independent of the length of teaching experience of the awarding teacher.

Use of appropriate evidence

A. Use of evidence

This section gives details in relation to our use of evidence.

- The Head of Centre has shared with SLT, Heads of Department, teachers and the Exams Officer the evidence that can be used at GCSE following Ofqual Head of Centre guidance on recommended evidence, and updated guidance provided by awarding organisations to arrive at final Teacher Assessed Grades. (Appendix 2)
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using a combination of evidence types to arrive at objective, fair and accurate teacher assessed grades for each student including:
 1. The use of Formal Examinations conducted under full examination conditions. To inform assessment a variety of question types have been included as per specification guidance. Additional assessment materials from awarding organisations have been used alongside sample and past papers to create centre devised assessments that will give as representative an indication as is possible of student achievement. All students in each subject qualification will sit standard uniform assessments, dependent upon tier of entry.
 2. The use of non-examined assessment work will be used to arrive at Teacher Assessed Grades in some qualifications including the use of NEAs. Where NEAs are not fully completed, evidence gathered may still be used objectively to inform judgements.
 3. The use of student work produced in centre-devised subject 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.
 4. The use of standardised and moderated internal assessments taken by students during their courses of study.
- Teachers have been advised to use only assessable evidence to determine the Teacher Assessed Grade. This we will ensure the process is free from bias relating to students' behaviour record, ethnic or national origin, culture, religion, gender, special educational needs or disability or sexuality.

Centre-devised subject tasks

- We have used exam board produced additional assessment materials to create centre-devised subject tasks which give students the opportunity to show what they know, understand or can do or to show improvement on previously assessed work.
- We have used centre devised additional assessment materials to support consistency of judgement between teachers or classes with everyone given the same tasks to complete dependent upon the type of evidence that needs to be gathered.
- Students will only be tested on the 'taught' curriculum. Questions may be combined if necessary where some elements have been taught. Questions in exam-board produced materials that contain untaught elements of the curriculum will be removed.

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

- Formal examinations will take place under full examination conditions between 19/4/21 and 30/4/21.
- All formal examinations and in-class assessments will have exam access arrangements in place for candidates.
- In-class assessment will take place under teacher supervision.
- Any assessment completed away from school will be compared to the student's in-school assessed work to authenticate the work as the student's own.
- No same assessment piece will be completed twice by students. In order to assess progress towards a particular skill, differing assessment tasks will be completed as part of centre-devised subject tasks.
- We have considered the specification and assessment objective coverage of each assessment.
- We have considered the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.
- We will ensure that all assessments in subject areas combine to form a comprehensive evidence base to inform Teacher Assessed Grades.

Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take in Awarding Teacher Assessed Grades.

Awarding Teacher Assessed Grades based on evidence

- 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.
- Teachers will consider a full range of evidence as referenced in 'Use of appropriate evidence'.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade for each student using appendix 3 to indicate the specific assessed evidence used.
- Teachers have been advised to use only assessable evidence to determine the Teacher Assessed Grade. This we will ensure the process is free from bias relating to students' behaviour record, ethnic or national origin, culture, religion, gender, special educational needs or disability or sexuality.
- Our teachers will produce an Assessment Record for each students in each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.
- All evidence used to arrive at Teacher Assessed Grades will be collected and filed to support standardisation and moderation and evidence judgements made.

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.

Internal quality assurance

- All teachers involved in deriving teacher assessed grades will read and understand this Centre Policy document. We will ensure that all teachers are clear on the roles and responsibilities of key personnel and where to direct questions and seek further clarity and guidance if needed.
- Teachers are provided with guidance and support through: the sharing of this policy; training in the Departmental Meetings; direction to exam board & JCQ support materials and training. This will ensure they take a consistent approach to:
 - arriving at teacher assessed grades
 - assessment of specific common assessable student tasks
 - reaching a holistic grading decision
 - applying the use of grading support and documentation from individual qualification providers/exam boards and JCQs 'Guidance on the determination of grades for GCSEs: Summer 2021'
- Internal standardisation will take place across all grades to prevent inaccurate individual Teacher Assessed Grade entries. Time has been for internal standardisation and moderation on 04/05/21 and 24/05/21 with additional time used by departments during meeting times before and between these dates as required.
- Where there is only one teacher involved in marking assessments and determining grades for a subject, then the output of this activity will be reviewed by the Head of Department. If the Head of Department is the sole teacher then the Senior Leadership Team line manager or another teacher with significant experience in teaching that subject will provide that role.
- We will consider the full range of assessed evidence for all students without bias in line with equality legislation to protect students from discrimination on the grounds of ethnic or national origin, culture, religion, gender, special educational needs or disability and sexuality.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal processes to ensure a comparison of Teacher Assessed Grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- The Head of Centre will use information on the grades awarded to our students in past June external examination series (2017 – 2019) to ensure the 2021 Teacher Assessed Grades are reasonable in the context of Shirebrook Academy's historical results patterns and trends.
- The size and attainment on entry of our cohort has been taken into consideration for this academic year and previous comparison academic years.
- 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 of the outcomes of the review against historic data. In the unanticipated but possible event that there is significant divergence from the qualifications-levels profiles attained in previous examined years, we will address the reasons for this divergence in detail. 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 out of tolerance, being either 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 bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- Our standardisation and moderation procedures will ensure that Teacher Assessed Grades are consistent within and between subjects.

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.
- Where new subjects may have been adopted that have not previously been examined, we will use national performance indicators in the absence of past external examination performance indicators.

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) these arrangements will be in place when formal assessments are being taken.
- The Head of Year will review and identify where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, alerting the Head of Centre who will follow the JCQ approved special consideration procedures with the guidance of the Exams Officer.
- The Head of Centre will keep an individual record for any individual students to indicate how we have incorporated any necessary variations to take account of the impact of illness, bereavement or other personal circumstances on the performance of individual students in assessments.

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differential lost learning.

- Teacher Assessed Grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Assessments will enable all students to show their learning, progress and achievement as part of the 'taught' curriculum.
- A significant proportion of each subject specification has been taught and the use of Formal Assessments, Centre-devised subject tasks and non-assessed work including NEAs will enable fair, objective and accurate assessment for all students.

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.

Senior Leaders, Heads of Department and the Head of Centre have considered:

- sources of unfairness and bias i.e. language and accessibility of assessments, conditions for assessment & teacher preconceptions
- how to minimise bias in questions and assessment including hidden forms of bias;
- how to mitigate against teacher bias in entering Teacher Assessed Grades.

To ensure objectivity, all staff involved in determining teacher assessed grades are reminded that:

- unconscious bias can skew judgements unless full evidence complements are objectively viewed. Only assessable evidence can be used to determine Teacher Assessed Grades;
- Teacher Assessed Grades must not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics of ethnic or national origin, culture, religion, gender, special educational needs or disability or sexuality.

Departmental and Whole School standardisation processes will identify and eradicate unconscious bias:

- Our internal standardisation procedures will eradicate unconscious bias through the collective review of students' objectively assessed evidence. One teacher cannot be solely responsible for the entry of a grade.
- During weeks 07/06/21 to 18/06/21 SLT will review all provisional grades and monitor for unconscious bias before confirming final grades.

Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

- Teachers and Heads of Departments will use appendix 3 to indicate how the Teacher Assessed Grades policy was implemented for each student in each subject.
- Teachers will retain a portfolio of all the assessed evidence used to determine the grade of each student in each subject
- We will ensure that evidence is retained electronically and on paper in a secure centre-based system that can be readily shared with our awarding organisations.
- We will comply with our obligations regarding data protection legislation by: only retaining data necessary for the awarding of Teacher Assessed Grades; and by keeping that data confidential, ensuring it is accessible only to teaching staff, senior leaders, the exams officer and the relevant examination board

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.

- We have detailed as a centre which evidence should be used to support teacher judgements and the awarding of Teacher Assessed Grades. (appendix 2)
- Mechanisms are in place to ensure evidence authenticity, including:
 - Standardisation and moderation of all assessments that take place.
 - Students will access the same assessments to determine their attainment linked to key specification knowledge, understanding and skills.
 - All assessments will take place under adult supervision.
 - Where students access alternative provision outside of the academy and are not able to attend the academy to sit formal assessments, they will complete assessments under the supervision of the alternative provision tutor who will vouch for the authenticity of the work. In the rare event that assessments are completed outside of the academy but without the supervision of an independent tutor the work will be authenticated with reference to previous work completed in school but the differing conditions will be noted on appendix 3 and this will be taken into account by the Head of Centre when reviewing the fairness of the Teacher Assessed Grades.
- 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

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, whilst sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been reminded of the need to maintain the confidentiality of Teacher Assessed Grades during a whole staff briefings and departmental meetings.
- All teaching staff have been briefed at the start of the process via HoD Forum and cascaded through Departmental Meetings on the requirement to share with students the details of the range of evidence on which students' grades will be based, whilst ensuring that details of the final grades remain confidential.
- This Policy will be shared with all stakeholders via our website in May 2021.

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.

- All staff involved in providing Teacher Assessed Grades will be made aware of the specific types of malpractice during a full staff briefing 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 formal assessments;
 - allegations that a centre may have submitted grades not supported by evidence and/or that they know to be inaccurate
 - 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: <https://www.jcq.org.uk/exams-office/malpractice/> 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 during a full staff briefing.

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 have declared any conflicts of interest such as relationships with students to our Head of

Centre for further consideration. We have notified all qualification providers of any potential conflicts of interest.

- Our Head of Centre will take appropriate action to manage any conflicts of interest that arise with centre staff in accordance with the JCQ documents - <https://www.jcq.org.uk/exams-office/general-regulations/>
- We will also carefully consider, if the need arises, to separate duties and personnel to ensure fairness in later process reviews and appeals.

Private candidates

We are not accepting Private Candidates at our centre.

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 are aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance** via a staff briefing
- All necessary records of decision-making in relation to determining grades will be properly kept and stored securely in the examinations section of the administration office and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been made will be retained by the Head of Department in the Departmental Office 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 student assessment record appendix 3.
- 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.
- Centre staff will be available during normal working hours in term time 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 suspension of the process by JCQ and 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.

- All staff involved are aware of the specific arrangements for the issue of results in Summer 2021 via a staff briefing
- The exams officer, admin staff and SLT will be working in school on August 11th 2021 and August 12th 2021 to facilitate the efficient receipt and release of results to our students.
- Senior Leaders, the Personal Development and Careers Co-ordinator and the Careers Advisor will be available on August 12th 2021 in the Academy for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance and support will include advice on the appeals process in place in 2021 (see below).

- The Head of Centre and the Exams Officer 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/carers will be made aware of arrangements for results days via a letter and website notification.

Appeals

This section of our Centre Policy outlines our approach to Appeals, *including Centre Reviews, and subsequent appeals to awarding organisations*, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

- Information on the appeals process will be provided to parents/carers via letter and on the school website.
- Every student will have the right to appeal their grade if they so wish. Before grades are submitted, teachers will ask students to sign a copy of the subject specific version of appendix 3 showing the evidence they are using to assess them. Students will then have the opportunity to confirm the evidence is their own work.
- Where students wish to appeal a grade or grades written consent will be obtained using a standard appeals request form available from the Exams Officer. This form will record the reasons for their appeal and indicate their awareness that grades may go down as well as up on appeal. Forms will be provided on results day on August 12th and students will be given up to September 10th 2021 to complete the request.
- Following an appeal the Head of Centre will review that all internal processes were properly followed and no errors were made. If an error is made a revised grade will be submitted to the awarding body with an explanation of the error.
- If no internal errors is found the student will be informed in writing and notified that they may now appeal directly to the exam board if they still believe an error has been made.
- The Head of Centre will then submit a formal appeal to the exam board on behalf of the student. Appeals to awarding bodies will be signed off by the Head of Centre and sent to the appropriate awarding body within 5 working days of the student indicating that they wish to appeal to the exam board.
- The exam board will check the centre followed its own processes and exam board requirements as well as reviewing the evidence used to form their judgement and providing a view as to whether the grade awarded was a reasonable exercise of academic judgement. If the exam board finds the grade is not reasonable, they will determine the alternative grade and inform the centre.
- In cases of disagreement between the centre and the exam board, or if the student disagrees with the centre or the exam board, the case can be referred to Ofqual's Exams Procedure Review Service (EPRS). The exam board's decision on the grade following appeal will stand unless the EPRS finds that the exam board has made a procedural error.

Appendix 1: Head of Department Checklist to ensure fair and effective application of the Shirebrook Academy Centre Policy for Teacher Assessed Grades – GCSE 2021

1. Plan of formal assessments submitted to SLT Link and approved in advance of formal examinations commencing 19/04/21
2. Summary of the specific assessment tasks to be used provided and saved in the departmental folder in T:\Hheads of Department\Cohort 2021 TAGs
3. Access arrangements in place for all formal assessments for all students so entitled
4. Questions to ensure confidence in Formal Assessment Process completed with SLT Link and saved in T:\Hheads of Department\Cohort 2021 TAGs
5. Expectations and procedures shared with teachers in the department, including:
 - ✓ JCQ and exam board guidance
 - ✓ Specific evidence to be used for allocating Teacher Assessed Grades (appendix 2 as applicable to each subject)
 - ✓ Timetable for the process
 - ✓ Arrangements for standardisation & moderation
 - ✓ Avoidance of unconscious bias
 - ✓ Need for confidentiality and to avoid revealing grades to students
 - ✓ Need to declare any conflict of interest
 - ✓ Authentication of assessed work
 - ✓ Importance of retaining assessed work for potential external moderation
 - ✓ Requirement to cooperate with any external moderation process
 - ✓ Ensure all staff have read and understood the Centre Policy
 - ✓ Moderation and standardisation carried out on May 4th and May 24th at a minimum.
6. Appendix 2: Assessment record completed for all students and signed by each student and teacher
7. All assessed evidence collated for each student and retained in secure place in the Departmental Office alongside a copy of appendix 3 for each student
8. Provisional TAGs entered in SIMS by 7 June 2021

Appendix 2: Assessment Evidence to be used to determine the Teacher Assessed grade at GCSE

Heads of Department should identify the specific evidence to be used in each separate subject in which students are entered for examination. This should include only the following:

1. Formal Examinations conducted under full examination conditions.
2. Non-examined assessment work in qualifications which include NEAs as part of their usual assessment procedures. Where NEAs are not fully completed, evidence gathered may still be used objectively to inform judgements.
3. Student work produced in centre-devised subject 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.
4. Other standardised and moderated internal assessments taken by students during their courses of study.

