

# Chipping Norton School

## Centre Policy for determining teacher assessed grades – summer 2021:

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

### Statement of intent

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

<b>Statement of Intent</b>
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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 in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*
- *Please also see Appendix 1 for our **Teacher Assessed Grade Strategy and Related Procedures** document that was issued to all teachers in March 2021.*



## 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, Barry Doherty, will be responsible for approving our policy and for determining teacher assessed grades.*
- *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 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 other staff.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.*
- *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

### **Teachers/ Specialist Teachers / SENCo**

*Our teachers, specialist teachers and SENCo will:*

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*



- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

### **Examinations Officer**

*Our Examinations Officer will:*

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

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## Training, support and guidance

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

### **Training**

*This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year*

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

*Training and guidance provided to teachers -*

- *March 2021 - Introduction to Awarding of Grades 2021 consultation decisions with all teachers*
- *March 2021 - Training for all staff on the Determination of Grades for A level and GCSEs in Summer 2021 in line with JCQ guidance document.*
- *March 2021 - Comprehensive procedures document shared with all teaching staff*
- *April 2021 - Further training regarding the determination of grades including guidance on how the evidence informs student grades, moderation of Term 5 Assessments including mitigating against potential bias.*

### **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.*



## 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.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained (as far as is practically possible) 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 pupils at any point in their GCSE studies.*
- *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:*

*Additional Assessment Materials – Term 5 Internal Assessments*

- *We will use the Term 5 Internal Assessments (alongside their mock papers) to:*
  - *provide a rigorous, robust and secure environment that enables all students to demonstrate their knowledge, understanding and skills across the content of the course they have been taught;*
  - *give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed;*
  - *give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence;*
  - *support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *The Term 5 Internal Assessments 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.*

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*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 (e.g. mock exams and the Term 5 Internal Assessment), and under supervision (e.g. class based assessments) or at home (e.g. as part of their homework or in relation to remote learning in 2020 or 2021).*
- *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.*

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## 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.*

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## Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

### *Head of Centre Internal Quality Assurance and Declaration*

#### **Internal quality assurance**

This section gives details of our approach to internal standardisation, within and across subject departments.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document and other related documentation produced by the centre.*
- *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 check all grades of all students in all subjects, giving particular attention to those students on the Grades 3/ 4 and Grades 6/7 boundary.*
- *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).*
- *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 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 a member of the Leadership Team. (NH, DG, LDB)*
- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*



## Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

### Comparison of Teacher Assessed Grades to results for previous cohorts



This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- 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, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

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

- We will compile historical data giving appropriate regard to potential mixtures of A\*-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.

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

- We shall omit subjects that we no longer offer from the historical data.
- When we compare RE Teacher assessed grades to historical data we will have to take account for the change in cohort. (2020 cohort were the first through as an option subject, previous data is from whole cohort with less curriculum time allocation)

## 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 remove that assessment from the basket of evidence and alternative evidence obtained.*
- *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, 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](#)*

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## 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.

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## 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).*

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## 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.*
- *Where we have reason to believe the work is not the students' own work, or produced with inappropriate levels of support, we may exclude the evidence used to arrive at the holistic teacher assessed grade. Such a decision may be reached, for example, if a student produces uncharacteristically strong assessment grades in an assessment environment that was not secure.*
- *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.*

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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.*

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
  - *breaches of internal security;*
  - *deception;*
  - *improper assistance to students;*
  - *failure to appropriately authenticate a student's work;*



- over direction of students in preparation for common assessments;
  - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
  - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
  - failure to keep appropriate records of decisions made and teacher assessed grades.
- 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 process reviews and appeals and record these decisions.



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.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*





- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

## Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

### A. Results

*This section details our approach to the issue of results to students and the provision of advice and guidance.*

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/carers will be 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 involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Learners have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers. This will include information on the stages of the appeals process -*

*Stage 1 -*

- *Student can ask centre for review if they think there has been an error*
  - *Centre checks for administrative and procedural error*
  - *Centre informs student of the outcome*

*Stage 2*

- *If the student thinks the error has not been resolved they can ask centre for Awarding Organisation appeal*
- *Centre submits Awarding Organisation appeal*
- *Awarding organisation checks if processes have been followed and if the grade is a reasonable exercise of academic judgement.*
- *Awarding organisation issues final Grade.*



# APPENDIX 1

(This guidance document was issued to all teachers in March 2021)

*Teacher Assessed Grade Strategy and Related Procedures*



## Introduction

It was announced that 2021 public examinations were to be cancelled. This announcement was followed on 15 January by Ofqual and the Department for Education (DfE) publishing a [joint consultation](#) seeking views on how grades should instead be awarded.

The exams regulator (Ofqual) then published its response to this consultation on exams and provided some guidance on how grades will be awarded. If you wish to read the full guidance you will find a summary [here](#), and full details [here](#).

Further to this there has been a smaller guidance document issued for teachers [here](#).

There is extensive guidance from [JCQ here](#) but I would recommend reading Pages 20-26 in particular on Guidance for grading for teachers

The main outcomes of the report are:

- Students will be assessed by their teachers based on what the students have been taught throughout their courses and using a range of evidence
  - Grades should be determined as late as possible to prolong teaching and learning - Schools will be expected to submit their grades by 18th June
  - Exam boards will issue further assessment materials and guidance to schools to support the process
  - Exam boards will externally verify grades by a sampling process
  - There will be no 'fixed' share of results awarded at each grade nationally. I.e., in other years approx. 2.5% of students are awarded grade 9s at GCSE and this will not be the case this year
  - Results will be issued earlier than normal with A level results on 10th August and GCSE on 12th August
  - NEA (coursework) either complete or incomplete will form part of final judgments on grades
  - There will be an appeals process which is outlined in the [documents](#) referenced above
- We have worked alongside our RLT (River Learning Trust) partners to discuss the guidance and analyse the different options for our students. There were two main models that schools were adopting in order to provide the very best assessments opportunities between students return in March and the date the final grades needed to be submitted (18<sup>th</sup> June).

**Model 1** – A period of teaching up until mid-May followed by a 2-week period of Mock style exams

**Model 2** – A period of teaching up until Easter followed by a period of assessments in classrooms throughout Term 5 with built in preparation.

We have decided on a version of Model 2 where students will sit 2 assessments for GCSE subjects and 3 for A level subjects across a 5-6 week period in Term 5. Whilst these assessments will be carried out in the students' normal classrooms (in order that no subject is disrupted in their preparation for these) all students with Exam Access Arrangements (EAA) will have these provided.



Subject leaders will design the assessments from a combination of Exam Board Materials (due to be with schools by the end of March) and past exam paper questions.

### ***What Happens When?***

<b>Stage One</b>	8 to 31 March 2021	Continue the teaching of subject content, including setting homework and independent study.
<b>Stage Two</b>	Easter break 2021	High quality independent learning activities that will lead into the first round of assessments in each subject. Approximately 2 hours per GCSE subject and 6-7 hours per A level subject. Communication with parents and students by AKT / YA. External QA with RLT School Challenge Partner (SCP) regarding the process.
<b>Stage Three</b>	19 April to 27 May 2021	Internal assessments under examination conditions in classrooms, following the normal school timetable. The 'almost perfect revision lesson' model is strongly recommended to all teachers throughout this period when students are not sitting internal assessments.
<b>Stage Four</b>	19 April to 7 June 2021	Internal moderation and standardisation of all internal assessments: Each Monday, between Monday 19 April and Monday 7 June, will be assigned to departmental moderation. All teacher assessed grades to be uploaded to SIMs by 4pm on Monday 7 June 2021.
<b>Stage Five</b>	Monday 14 June 2021	Quality assurance meeting with BD, AT and YA with each head of department to ensure compliance and accuracy. Leading to final external quality assurance review of the school's execution of its teacher assessed grade strategy.
<b>Stage Six</b>	Friday 18 June 2021	Completion of head of centre declarations.

### ***How will information be communicated to students and their families?***

Following BD's brief outline to all families on Friday 19 March, AKT and YA will write to all students and families in years 11 and 13, before the end of the spring term, to provide details of the teacher assessed grade process, and how Term 5 will look for each student. All Year 13 tutor groups will be visited, and the process explained on Thursday 25 March, whilst all Year 11s will take part in a special online assembly about Term 5 and TAGs, week beginning 29 March 2021.

### ***What evidence will be used by departments to arrive at their teacher assessed grades?***

Teachers are expected to adopt a holistic approach in reaching a final decision about each teacher assessed grade (TAG). All teachers are required to consider a wide range of evidence and use their professional judgment to arrive at the TAG. However, the table below illustrates the sources of information that carry greater weight and importance in reaching that decision.

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<i>Most robust and valuable sources of information:</i>	<ul style="list-style-type: none"><li>● Term 5 internal assessments (two for each subject in Year 11 and three per subject in Year 13).</li><li>● Autumn 2020 mock examinations</li><li>● Non examined assessments (if applicable)</li></ul>
<i>Less robust yet valuable sources of information:</i>	<ul style="list-style-type: none"><li>● End Unit assessments/tests</li><li>● Class based essays/extended writing</li></ul>
<i>Least robust, yet important sources of information:</i>	<ul style="list-style-type: none"><li>● Substantial classwork</li><li>● Substantial homework</li></ul>

### ***How will non examined assessments (NEAs) be used to determine the teacher assessed grades?***

The following subjects are expected to combine one non-examined assessment (NEA) with one internal assessment in Term 5: drama, physical education, resistant materials, graphics and food technology. GCSE and A level Art TAGs will be wholly determined through non-examined assessments and also involve careful internal moderation and standardisation.

### ***When and how will the internal assessments be held?***

Throughout Term 5, there will be timetabled assessments in all subjects, with the exception of Art. Over this time, students in Year 11 can expect two forty-five-minute assessments, whilst students in Year 13 should expect three internal assessments per subject.

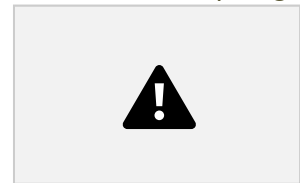
The assessments will be made up of exam style questions. Exam board material will be available from an extensive bank of questions produced by exam boards (this material will be published on specific websites in the public domain after Easter, and therefore is no longer regarded as secure). Assessments will cover taught content and will last for forty-five minutes. Assessments will be carried out in normal teaching classrooms under strict examination conditions, invigilated by the subject teacher. Equipment will be

supplied including clocks.

***How will students' examination access arrangements (EAAs) be ensured in each internal assessment?***

The school's special education needs team will ensure that students who are eligible for exam access arrangements will receive them for each assessment. Word processors / Chromebooks will be permitted / provided, and normal students who require additional time (25% / 11-12 minutes) will remain in their normal classrooms with other students, under the supervision of class teachers. Those students who require a scribe, or a more emotionally supportive environment, will be in a separate location (G1).

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***How will we ensure that all internal assessments will be robust?***

The following measures will be in place to guarantee the robustness of the internal assessments process:

- All assessment papers will be stored under lock and key before and after each assessment.
- Students will sit internal assessments in each subject at the same time. Where this is not possible all reasonable endeavours will be employed to reduce the likelihood of a student in one class communicating the content of a paper in another.
- Questions will be carefully selected by departments from exam board material or previous exam material set out by the relevant exam board.
- Following completion, assessments will be marked using exam board mark schemes and grades established using grade boundaries, as prescribed by specific exam board guidance. Following marking and moderation, assessment scripts will be stored as evidence in a secure central location.
- Students will not receive feedback on these assessments, including their marks. This will help avoid key information about the assessment being passed to students who will be participating in the catch-up assessments that will take place week beginning 3 June 2021.
- All internal assessments will be sat under strict examination conditions: silence throughout; bags and coats set to one side; mobile phones/smart watches must be switched off and placed in school bag prior to entering the classroom; and communication between students during an assessment potentially leading to the cancellation of their assessment, following a thorough investigation.
- Students will be sat as far apart as practically possible and may be dispersed across more than one classroom if there is a risk of copying (e.g., mathematics).
- Teachers will invigilate each internal assessment but will not be permitted to do any other work at that time and must instead closely monitor the students at all times.
- All of the above will be monitored and spot-checked by the Examination Officer, Mrs Tammy Lawson.

***Will there be time to prepare students for these internal assessments?***

Each department will design high quality independent learning activities to be completed over the Easter break that will lead into the first round of assessments in each subject. Approximately two hours per GCSE subject and six to seven hours per A level subject. The nature of these tasks should be to consolidate learning over a clearly identified body of the course content, including knowledge acquisition via examination practice.

Throughout Term 5, students will then follow a pattern of internal assessment preparation ahead of each internal assessment. Each teacher will be encouraged to use their own professional judgment to design each lesson but with an emphasis on the acquisition of a clearly defined knowledge base, explanations that focus on common misconceptions, comparative modelling, and practice. This is designed to ensure that students are fully prepared for their internal assessments and are not left to complete large independent study activities without close support and direction.



### ***How much content should be assessed in a single internal assessment?***

A 'one size fits all' answer is not possible to this question, however the principle that students' internal assessments should not be based on very extensive content that might stretch back over many months or even years. Departments are required to design internal assessments that strike a sensible balance that avoids being too broad or too narrow. It is *recommended* that each internal assessment should be based on approximately 12-16 lessons of study.

### ***How will high needs and vulnerable students be supported throughout the assessment process?***

The SEN department will work closely with students and families of SEN students. The pastoral teams and family support worker will work with our more vulnerable students and families to ensure students are clear on the assessment process and that attendance is high. All students who are eligible for exam access arrangements will receive these for each assessment. Word processors / Chromebooks and extra time students will be in classrooms with other students under the supervision of class teachers. Those students who require a scribe or a supportive environment will be in a separate location.

### ***What happens if a student is absent during the assessment?***

#### ***Student self-isolating and well***

Students will sit the assessment at home whilst on a google meet with class teacher and parents will be asked to complete a google form to confirm it is the students own work. A note must be made on their script to indicate this and careful scrutiny applied to the work.

Action – Please ensure that you have an electronic copy on PDF of your assessments. (We may ask for these to be stored centrally at the start of next term)

### ***Students not well enough to complete an assessment***

We should aim to provide an opportunity for the student to complete the assessment after school on their return. A note should be made on their script to indicate that there is a theoretical risk that the student will be aware of the precise content of the assessment and advice from AKT must be sought if their result differs markedly from previous assessment performance.

However we may have to decide that this is not possible and revert to the remaining evidence from the student.

### ***If internal assessments do not provide sufficient evidence, can additional assessments be used to help support the teacher assessed grade?***

Yes. Where there is uncertainty over a student's TAG, teachers may design further opportunities to gather evidence that may be helpful in reaching a decision about the TAG. However, consideration must be given to the above table that indicates the greater weight and value of internal assessments, compared to the regular assessment that may also take place throughout Term 5.

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### ***When and how will departments mark and moderate?***

Internal moderation will take place on each of the Monday afternoons of Term 5 and culminate in a final meeting within departments on Monday 7 June 2021.

Each department should begin by meeting to establish the marking criteria for their internal assessments, prior to the commencement of marking. Exam board mark schemes will be used and discussed prior to the marking process for clarity. Between 5% and 10% of the entire sample should be marked together as a department before individual marking may begin. Heads of department, dependent on the size of their department and their teams' familiarity with the assessment, will decide the most appropriate distribution of marking within the department:

- It is highly recommended, where possible and practical, that teachers do not solely mark the assessments completed by students in their own class or classes.
- In addition, and where possible and practical, assessment scripts should be randomly distributed and anonymised (i.e. blind marking) to add an additional layer to the quality assurance process.

Once assessments have been marked, they must be stored, under lock and key, in a central location in each department.

### ***How will the results of the internal assessments lead to the teacher assessed grades?***

Remembering the principle of holistic decision-making (and the greater weight and value



attributed to both the internal assessments and the autumn mock results), each teacher will meet with their head of department once they have completed the marking / received the results of the internal assessments.

Each teacher will propose a grade for each student, verbally summarise, and then illustrate (through spreadsheets, for example) the justification for each grade. Each teacher is expected to refer to the table at the top of this document and pay particular attention to the results of Term 5 internal assessments and the autumn mocks, *before* considering other relevant data on each student. The head of department is expected to robustly challenge their colleague's proposed grade if they feel they have been too harsh or generous, documenting both the challenge and the agreed resolution.

In those cases where there is only one teacher in the department, members of the leadership team will act as devil's advocates to ensure that the internal assessment and teacher assessed grade processes have been followed carefully:

- Natalie Hancock will liaise directly with Computing and Business Studies.
- Dan Gent will liaise directly with Drama and Music.
- Lisa De Bruyn will liaise directly with Sociology and Health & Social Care.

Once all teachers have met with their head of department, all data may then be entered on to SIMs (by 4pm on Monday 7 June). Starting on Tuesday 8 June 2021, AKT will use 4Matrix to identify gaps, anomalies or significant outliers for checking purposes.

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Throughout Monday 14 June, there will be a series of quality assurance meetings involving BD, AKT and YA, with each head of department to ensure compliance and accuracy.

#### ***What will take place in the final internal quality meeting on Monday 14 June 2021?***

All heads of department will be invited to a meeting that will last between 15 and 45 minutes (dependent on the size of the department and the number of issues that need to be discussed). Heads of department will be asked to lead each meeting and demonstrate the means by which their team has generated the teacher assessed grades.

The key questions that BD / AKT / YA will seek answers to are as follows:

- Has each teacher been holistic in their decision-making?
- Has greater weight and importance been placed on internal assessments and mock examinations?
- How have students with special educational needs been supported throughout Term 5 and during each internal assessment?
- How has the short- or longer-term absence of a student or students been managed?
- Has each internal assessment been robustly designed, invigilated, moderated and assessed?

Each head of department may need to refer to hard copies of the following and are therefore expected to have them ready for circulation if required:

- Data mark sheet with comparison against 2019 outcomes;
- Mock examination papers;
- Internal assessment papers;
- Information / evidence related to NEAs (where appropriate).

If possible, the following would also be helpful to have ready (but we understand that they may not be as straightforward to gather). Nevertheless, in the case of students whose proposed teacher assessed grade varies greatly from their mock or internal assessment grades, this will become essential:

- End of unit assessments;
- Class based essays / extended writing;
- Evidence of substantial classwork or homework.

### ***Will there be an opportunity for external moderation?***

In subjects with just one teacher (Business Studies and Computing) all reasonable endeavours must take place to provide for a meaningful degree of external moderation or verification. YA will liaise directly with those two departments to make the necessary arrangements.

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### ***How will external quality assurance be provided to ensure the teacher assessed grades are robustly generated?***

The school's Secondary Challenge Partner is closely involved in the development of the strategy described in this document. Their role is to provide challenge and support to ensure the following elements are addressed: fairness, paper security, exam access arrangements, moderation procedures and the impact on the wellbeing of students and staff. Senior staff have worked alongside counterparts in other RLT schools in the period leading to the design of this strategy document.

- During the week beginning 19 April, the SCP will meet with a small number of heads of department and listen to how they are applying the strategy.
- During the week beginning 17 May, the SCP will then meet with BD / AT / YA to assess the progress of the strategy and to consider the processes in place to manage appeals.
- During the week beginning 14 June, the SCP will meet with BD to review the final data, how carefully the strategy was followed and to help validate the process.

### ***Who will decide the final TAGs that will be submitted?***

Following the outcome of the meeting held throughout the day on Monday 14 June, BD will begin to complete the head of centre declarations to finalise the process by Friday 18 June 2021.

### ***How will we help students to keep positive mental wellbeing during the assessment process?***

The mental health and general wellbeing of our students has been at the centre of our decision making:

- Spaced out assessments - the assessment process will take place over a series of 5-6 weeks, which means assessments will be spaced out to avoid (where possible) multiple assessments on one day minimising additional stress. The pre-established timetable will alleviate any subject clashes.
- Assessments will be held in classrooms rather than in sports/main hall. This familiar learning environment will help create a calmer and less intimidating atmosphere.
- Restricting content – students will not be expected to learn large swathes of content for shorter forty-five-minute assessments.
- Exam Access Arrangements will be guaranteed for all students who are eligible. ● Pastoral support – all students will be supported by the pastoral teams (including LAC Co ordinator, FSW, Attendance Officer) in Year 11 and in Year 13 to maintain positive mental wellbeing. Advice and guidance to support positive mental wellbeing will be shared with students. Stress busting techniques will be shared during tutor time.
- Unavoidable absences will not lead to a student being prevented from completing an internal assessment and we will endeavour to provide alternative opportunities to complete missed assessments whilst mitigating against the security of such assessments.

### ***What happens when students have completed all assessments?***

Subject teachers should continue with the almost perfect revision lessons to continue the evidence gathering process. The last day of school for all year 11s and year 13s will be Friday 28 May 2021.