



William Brookes Academy Trust

Centre Policy for the delivery of Teacher Assessed Grades

2021



Centre Policy for the delivery of Teacher Assessed Grades 2021

Statement of intent

The purpose of this policy is:

- To ensure that teacher assessed grades at William Brookes School are determined fairly, consistently, free from bias and effectively within and across departments at GCSE and A level.
- To ensure the operation of effective processes with clear guidelines and support for staff through regular meetings with subject leaders and the senior leadership team.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities at a departmental and whole school level.
- 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.

Exam boards our centre has made entries with this Summer.

Subject GCSE	Exam board
Art	OCR
History	Pearson Edexcel
English	AQA
RS	AQA
Maths	Pearson Edexcel
DT Food	AQA
DT Product Design	AQA
Business Studies	Pearson Edexcel
IT National	OCR
Imedia	OCR
French	Pearson Edexcel
Spanish	Pearson Edexcel
PE GSCE	OCR
PE BTEC	Pearson Edexcel
Dance	AQA
Drama	OCR
Geography	AQA
Citizenship	AQA
Science	AQA

Subject A level	Exam board
Art	OCR
History	AQA
Government and Politics	Pearson Edexcel
English Combined	AQA
English Literature	AQA
Philosophy and Ethics	AQA
Maths and Further Maths	Pearson Edexcel
Core Maths	AQA
Business Studies	Pearson Edexcel
IT	OCR
French	AQA
PE BTEC	Pearson Edexcel
Dance	AQA
Geography	AQA
Psychology	AQA
Biology	AQA
Chemistry	AQA
Physics	AQA

Roles and Responsibilities

Our Centre Policy defines the Roles and Responsibilities of Key personnel in the Centre.

Personnel	Job role	Responsibility
Michael Barratt	CEO of 3-18 trust	Overall responsibility of grades submitted.
Geoff Renwick	Head of Centre	Involved in the checking of headline figures as school, subject and student levels.
John Connolly	Deputy Head of Centre	Checking procedures and being the deputy to the head of centre. Appeals process.
Jo Caldwell	Assistant Head in charge of data	Checking and advising on all evidence to determine the grades. Checking headline figures for school, subject and student levels.
Nikki Padfield	Exams officer	Organisation of assessment calendar, submitting grades, appeals process.
Katie Hunt	Data manager	Submitting grades and analysis of headline figures.

Responsibilities in more detail:

Head of Centre

- Our Head of Centre, Geoff Renwick, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for William Brookes 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 through regular meetings with subject leaders and SLT.
- 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. Meetings lead by the SLT informed subject leaders of the process of collecting data and evidence to determine a fair and consistent grade for each student. The subject leaders then fed back to departments where rationales were discussed in detail.

- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade, subject leaders lead the moderation of assessments/evidence to ensure a common approach was taken.
- 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, this can be seen in the individual rationale produced by each subject leader for each subject at GCSE and A level, including vocational courses.

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. This can be seen in the departmental rationales.
- securely store and be able to retrieve sufficient evidence to justify their decisions, monitored by deputy head and exams officer.
- Ensure students that students requiring concessions have the correct access considerations.

Examinations Officer and data manager

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- Storing of the evidence in preparation for external quality assurance and appeals for each subject.

Centre based training will be in place for all teachers determining teacher assessed grades.

- Subject leaders have been given guidance from the OFQUAL and JCQ documentation on what can be used for evidence.
- Subject leaders have given a rationale for the evidence they are using to determine the grades.
- Subject leaders have used departmental time to discuss and debate the evidence being used with their teams to determine the grades.
- Subject leaders have discussed the timings of the internal assessments to ensure all are aware of the departmental plan.
- Use of exam board materials have been encouraged and mark schemes are being.

All staff determining teacher assessed grades will receive specific training on how to achieve objectivity in setting questions, marking student work and decision making for teacher assessed grades.

- Whole school subject leader meetings to explain the process and provide consistency.
- Subject leaders have led departmental meetings discussing the rationale for their subject evidence and internal assessments that they are going to use to determine the final grade.
- Mark schemes and grade boundaries from the exam board are being used to ensure grades are awarded in line with previous years.

We have put in place specific support for Newly Qualified Teachers and teachers less familiar with assessment.

Extra support will be / has been given to:

- NQT / Early years teachers in the profession
- Staff in the early years of teaching Level 2 and 3 qualifications
- Staff in the early years of teaching a new subject/syllabus.

Appropriate Evidence

All teachers determining teacher assessed grades will have regard for the Ofqual Information for Heads of Centre, Heads of Department and Teachers, DfE guidance on recommended evidence, and further exam board guidance.

- Subject leader meeting held on the 8th March, condensed version on the Ofqual information for Heads of Centre, Heads of Department and Teachers. Full documents sent to Subject leaders. Advice on what evidence to use and how to determine the final grade.
- MAT Head teachers and deputies have remotely met to discuss and agree policy and idea sharing. The collaboration has allowed consistency and rigour to be applied, including the appeals process.
- Rationale for evidence to be taken into consideration discussed at departmental level, fed back to SLT through link meetings.
- JCQ document released in March read and discussed during subject leader meeting on 26th April, special attention to pages 20 to 26.
- 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 student work produced in response to some of the assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers. This will depend on the appropriateness of the materials in relation to the content that needs assessing.
- 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 throughout the course these will include end of unit assessments as well as more formal assessments in the summer term.

- We will use mock exams taken over the course of study, this includes a practise paper taken in October 2020 (reduced exam papers, using exam board markschemes) and lock down mocks taken in February 2021. The lockdown mocks came in different formats, e.g. exam questions using Microsoft forms, word documents for longer questions and physical copies for students who worked in school due to being in need of support through the process.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as dance, drama and PE, imedia and IT Nationals.

In line with the Ofqual Information for Heads of Centre, Heads of Department and Teachers, evidence and records on which a student's grade is based, will be retained safely by the centre and will be made available for the purposes of external quality assurance and appeals.

- All evidence is kept safely on sims, data that has been distributed to parents over the 2 years has been shared.
- Analysis of 5-year trends have been shared with subject leaders.
- Analysis of lockdown mock data has been shared with subject leaders. Individual student data for each subject shows any concern with overperformance and underperformance of individuals.
- Internal assessments in summer term will have scores for assessments, no grades will be given.
- All internal assessments will be kept centrally for easy access for the purpose of quality assurance.

Our centre will use the following evidence across subjects to determine student's teacher assessed grades

Evidence	Details
Whole past papers	Mock papers in February 2021
Additional assessment materials provided by exam board	Practice papers used in October 2020, along with end of topic assessment that have used a range of questions from exam materials.
Completed and uncompleted NEA	This will be evident in Food technology, Product Design, Art, iMedia, IT Nationals and BTEC PE.
Mock exams	Use of exam papers from previous years used for mock exams, these were done remotely during the most recent lockdown.
Substantial class or homework	
Internal tests taken by students	
Records of student's capability and performance over the course of study in performance-based subjects such as Drama, Dance and PE, Imedia and IT Nationals	
Records of each student's progress and performance over the course of study	This is saved securely on sims and reported previously to parents.

- We will use additional assessment materials to 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 within the summer term.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete. In tiered subjects such as Maths targeted grade questions will be given to similar ability students.
- 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.

Briefly describe how you will ensure an appropriate balance of evidence to determine teacher assessed grades that are awarded consistently and fairly to students.

- All data that has been sent to parents will provide an initial position, this includes:

Evidence Year 11	Time of year
Year 10 report data, working at grade and forecast grades	March 2019
Practice papers in classrooms under exam conditions	October 2020
Year 11 report data, working at grade and forecast grades	January 2021
Lock down mocks	March 2021
Evidence Year 13	
Practice papers in classrooms under exam conditions	October 2020
Year 13 report data, working at grade and forecast grades	November 2020
Parental consultation evening data	January 2021
Lock down mocks	March 2021

- Within the rationale the subject leaders have outlined the data they will be using for their portfolio. This will include unit tests, NEA, internal assessments.
- 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.

Briefly describe your approach to ensure that teachers consistently apply assessment criteria and standards within and across subject departments

- Use of past papers or past paper questions issued by the exam boards along with Markschemes.
- Moderation of work in departmental meetings
- Subject leaders talking to Subject leads within the trust.

All evidence used to determine teacher assessed grades for students will take account of appropriate access arrangements and reasonable adjustments.

- All students received extra time for mock exams.
- Students who needed readers, scribes and emotional support came into school during mocks as done online in lockdown.
- All internal assessments will have access arrangements for individual students.
- Students that have not been able to access the course due to unforeseen situations will have special considerations.

Teacher Judgements will be based only on records and evidence that demonstrate a student's performance in relation to the subject content that they have been taught (or in the case of private candidates, the subject content they have studied).

- No internal assessments will cover work that has not been taught, this can be seen from the assessment and the programme of study for each department.
- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.

Internal Quality Assurance

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document. Development of the policy has been completed by SLT and Subject Leaders.
- 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. Moderation throughout the summer term will ensure concerns are identified immediately and solutions can be found to ensure all students are treated fairly when determining a final grade.
- We will ensure that all teachers are provided with training and support through Subject leader and departmental meetings 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 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.
- Where we have new subjects for our centre, Spanish and IT Nationals, we will compare results with previous results with national figures and predicted grades.

Where the overall results at GCSE, AS or A level look very different from recent years (2017, 2018 or 2019), we will record the likely reasons for this. We will make this commentary available for review during the external quality assurance process upon request.

- 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.
- Data above is for the whole cohort, similar tables available for Males/Females, Disadvantaged/Non disadvantaged, SEN, Ability bands.
- Similar table for A level.
- We will bring together other data sources, such as FFT predictions, that will help to quality assure the grades we intend to award in 2021.
- We will omit subjects that we no longer offer from the historical data.

Access arrangements and special considerations

- 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. The Sendco and Head of year/sixth form have met and discussed the students that need to be considered for special considerations. Documentation has been catalogued for each case if needed, for external and internal quality assurance.
- 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](#)

Addressing Disruption/Differentiated Lost Learning (DLL)

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

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);
- bias in teacher assessed grades.
- Work will be independently moderated by the subject leader and feedback given to the class teacher.
- The range of evidence grades will be analysed by the Assistant Head in charge of data and Head of centre to challenge anomalies with the subject data submitted. A student's individual set of results for every subject can be monitored and if discrepancies are evident then we can investigate further.

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;

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

- We will ensure that teachers and Heads of Departments maintain records, in sims, 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.
- The exams officer and deputy head teacher will collect the evidence from internal assessment and store it centrally for any external quality assurance or appeal.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted, these will be checked against historical data collected for each student.

Authenticating evidence

We have put in place appropriate guidance for teachers to ensure they are confident in the authenticity of student evidence, and how to deal with cases where evidence is not thought to be authentic.

- Students who have completed mocks at home and work they have produced is better than expected or there is evidence of authenticity, are challenged and evidence is omitted from the final portfolio.
- Evidence of work in school under exam conditions are used in preference to work completed in lock down.
- Robust mechanisms, which will include checking work against mark schemes available through moderation meetings. Any assessments carried out at low level control have been further scrutinised to ensure assessments are a student's own work, including using programs to verify if contents of an answer have not been plagiarised from the internet.
- These will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

Confidentiality

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

We will record and document all cases of malpractice and maladministration in accordance with the guidance provided by exam boards.

- Any malpractice or maladministration will follow the guidance given by the exam boards by the Head of Centre.
- Checking of final grades will be robust: Subject teacher check and sign, subject leader check and sign, entry of grades to exam boards checked. There will be a challenge meeting with a member of LT signed followed by a final check by the Head of Centre .
- 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.

We will record and respond to all allegations of Conflict of Interest in accordance with guidance provided by exam boards.

- Any allegations of Conflict of interest will be dealt with in line with guidance from exam boards.
- Any teachers and non-teaching staff who have family and friends of children at the school will not be monitored closely so that grades are not given out before the results day.

All documentation, including Head of Centre checklists, and where used, Departmental and Assessed Evidence grids and Candidate Assessment Records, will be retained and made available to awarding organisations upon request.

- All data is centrally collected on sims and 4Matrix for easy access.

Our centre accepts entries for and will be awarding teacher assessed grades to private candidates. We have no private students this year.

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**.
- Key members of William Brookes that will be involved in the External quality assurance process will be Head of centre, Assistant Head in charge of data, Deputy Head and Subject Leaders (acting on the behalf of teachers in their department).
- 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

- 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. This will include Senior Leadership team, exam's officer, data manager and subject leaders.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support and careers advice, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021.
- 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

- 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**. Subject leaders have read and discussed the document with the senior leadership team. Using the information, they have then disseminated the guidance to the department for further development.
- 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.

Appendix

Public Links To Following Folders:

A Level Student Declarations 2021 Parent View: [A Level Student Declarations 2021 Parent View](#)

GCSE Student Declarations 2021 Parent View: [GCSE Student Declarations 2021 Parent View](#)