



The Winston Churchill School

Centre Assessed Grades POLICY

Review by:	SLT & Examinations Officer
Adopted by Full Governing Body:	11th May 2021
Next Review:	December 2021

Statement of Intent
<ul style="list-style-type: none">• 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.

Monitoring and Review of Impact

This policy will be kept under review by the Examinations Officer, SLT, Data Manager and Governors, to ensure that the implementation and administration of internal assessments are fair, effective and efficient, so that the Candidates' opportunities to succeed are maximised.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre/Headteacher
Overall responsibility for the school as an exam centre:

- to confirm that the grades submitted are a true representation of student performance
- that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- to ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.
- submit a declaration to the awarding bodies by the deadline of 18th June 2021
- advises on appeals and conducts any initial investigation
- the Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document Suspected malpractice in examinations and assessments.

Consultant Deputy Head and Data Manager

- Determine and publish a timeline for the collection of evidence, moderation and submission of data
- Plan a robust process to ensure consistency of data collection and management
- Establish a process to determine the marks and then the grades appropriate for each student in each subject. Refer to Appendix 1
- Responsibility for ensuring internal quality assurance in each subject
- Carry out data analysis of each subject and complete comparisons against FFT and historical outcomes.
- Ensure that access arrangements are applied in all assessments being used to establish grades.
- Devise a system that reduces the risk of unconscious bias.

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 centre assessed grades.
- ensure an effective approach within and across departments and authenticating the preliminary outcomes in each subject.
- 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 use the pre-determined evidence and submit marks having moderated the assessments
- 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/mark schemes required to make accurate and fair judgments
- 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.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

Teachers/ Specialist Teachers / SENCo

- 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 moderated marks for each student they have entered for a qualification.

- ensure that the marks for each assessment are 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.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Manages the administration of public and internal exams and the production and analysis of exam results:

- be responsible for the submission of the centre assessed grades and for managing the post-results services.
- advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary Controlled Assessment/NEA is completed on time and in accordance with JCQ guidelines
- administers access arrangements
- line manages the senior exam invigilator and organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- overview of submission of candidates' Controlled Assessment and NEA marks and centre assessed grades; tracks dispatch and stores returned Controlled Assessment and any other material required by the appropriate awarding bodies, correctly and on schedule.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Training

- 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.

Support for Newly Qualified Teachers and teachers less familiar with assessment

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

2. Entries

All students who have followed a prescribed qualification course, for the two year period, will be entered for the public examination for the course, unless decided otherwise by the Deputy Headteacher.

Candidates are selected for their exam level of entries by Subject Leaders.

A. Use of evidence

Evidence for centre assessed grades may come from the following:

- Teachers when marking assessments 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 the centre assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- The evidence selected will be consistent across each subject cohort, unless there is a compelling and documented reason for an alternative piece being used for a student.
- Non-exam assessment work (often referred to as coursework), even if this has not been fully completed, may be used.
- The student work produced in centre-devised tasks will 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.
- Internal tests taken by students.
- Mock exams taken over the course of study.
- Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

- Additional assessment materials may be used 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 if appropriate to meet the AOs.
- Additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence. This must be used for all students.
- Assessment materials to support consistency of marking by giving everyone the same task to complete.
- Elements of questions will be combine and/or remove where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

- The level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision in the classroom
- The centre must be able to authenticate the work as the student's own.
- There will be limitations when assessing a student's performance, using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- Consideration will be given to the specification and assessment objective coverage of the assessment.
- Consideration will be given to the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

Awarding centre assessed grades based on evidence

- The centre 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.
- The centre will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
The centre will produce an Assessment Record for each subject cohort. Any necessary variations for individual students will also be documented and validated.

Internal quality assurance

- All teachers involved in marking assessments will read and understand this Centre Policy document.
- All subjects will carry out an internal standardisation process.

- All teachers will be provided with training and support to ensure they take a consistent approach to:
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- Internal standardisation across all assessments, marking and grades.
- The Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of centre assessed grades.
- Where necessary, there will be a review of individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Individual grade decisions will be amended to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments, then the output of this activity will be reviewed by an appropriate member of staff within the centre.
 - This will be Richard Jennings, Consultant Deputy Head.
- 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 Centre Assessed Grades to results for previous cohorts

The Data Team will:

- Compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- Consider the size of our cohort from year to year.
- Consider the stability of our centre's overall grade outcomes from year to year.
- Consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- 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.
- 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.
- Use other data sources that will help to quality assure the grades we intend to award in 2021.

Reasonable adjustments and mitigating circumstances (special consideration)

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) every effort will be made to ensure that these arrangements are in place when assessments are being taken.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, this will be taken account of this when making judgements.
- A record, as part of the Assessment Record, incorporating 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](#)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

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 marking.

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 marking should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- The internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

C. Recording Decisions and Retention of Evidence and Data

- Records will be maintained that show how the centre assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- Evidence will be 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.
- There will be recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- Compliance regarding data protection legislation.
- Grades will accurately reflect the evidence submitted.
- Evidence will be retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

D. Authenticating evidence

- Robust mechanisms, which will include use of invigilators, teacher verification that the work completed was under controlled conditions in the classroom, 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.
- All assessments have been undertaken with high levels of control; in school, through the hospital school or through Access to Education (A2E). Signatures verify high levels of control.
- 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.

E. Confidentiality

- All staff involved have been made aware of the need to maintain the confidentiality of centre assessed grades.

- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential. This will be managed centrally.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/carers.

A. External Quality Assurance

[For example:]

- *Appropriate 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 appropriate 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.*

E. Malpractice

- The Examination Policy has a section 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:
 - Inappropriate pressure placed on teachers by students or parents/carers
 - 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 entering 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.*

A. Results: This is an operational section and will be determined by the status of the pandemic at the time of release.

- *All stakeholder have been made aware of the date that GCSE results will be issued.*
- *Arrangements will be made to ensure the necessary staffing to receive 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 if staff are available and are willing to attend in person.*
- *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.*

A. Appeals

- *All appropriate staff 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.*
- *The Headteacher is briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Leaners will be given a guidance sheet regarding appeals.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations.*
- *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.*

F. Conflicts of Interest

- *To protect the integrity of assessments, all staff involved in the determination of assessment marks and final grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *The 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](#).*
- *It may be necessary to separate duties and personnel to ensure fairness in later process reviews and appeals.*

Results will be issued on 12th August 2021; students can collect these in person.

Appeals will follow the expectations of the examination boards; information will be provided in the envelope containing results on 12th August 2021.

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Chair of Governors

Date:.....11th May 2021.....

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Headteacher

Date:..11th May 2021.....