

Ponteland High School Policy

FOR A/AS LEVELS, VOCATIONAL QUALIFICATIONS AND GCSES
FOR SUMMER 2021



Centre Policy for determining centre-assessed grades Summer 2021

PONTELAND HIGH SCHOOL

Statement of intent

This section outlines the purpose of this document in relation to Ponteland High School.

Statement of Intent

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments
- To ensure the operation of effective processes with clear guidelines and support for staff
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities
- To support teachers to make 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 staff in meeting their 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

Roles and responsibilities

This section outlines the personnel in our centre who have specific roles and responsibilities in the process of determining centre-assessed grades this year.

Roles and Responsibilities

Head of Centre

- The Headteacher, Kieran McGrane, will be responsible for approving this policy for determining centre-assessed grades
- The Headteacher has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined
- The Headteacher will confirm that centre-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
- The Headteacher will ensure that a robust internal quality assurance process has been produced and signed off in advance of results being submitted

Senior Leadership Team and Raising Achievement Leaders (RALs) and Deputies (RADs)

Our Senior Leadership Team and/or RALs and RADs will:

- provide relevant training and support to teaching staff, where appropriate
- support the Headteacher in the quality assurance of the final centre-assessed grades
- ensure an effective approach within and across departments and authenticate 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 teachers assess student work following agreed and appropriate criteria
- ensure that 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 mark accurately and fairly
- ensure that a Subject Checklist is completed for each qualification that they are submitting

Teachers / Specialist Teachers / SENCo

Teachers, specialist teachers and the SENCo will:

- ensure they conduct assessments under our centre's appropriate levels of control
- set assessments based on what students have been taught, 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 assessment delivery
 - any necessary variations for individual students will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify grade decisions

Examinations Officer

Our Examinations Officer will:

- be responsible, with the Assistant Headteacher responsible for assessments, for the organisation of the Assessment Weeks
- ensure the assessments are run under appropriate assessment guidelines as provided by JCQ
- be responsible for the organisation of the marksheets to enable the awarding of grades
- be responsible for the administration of our final teacher assessed grades and for managing the post-results services

Training, support and guidance

This section 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 in respect of training, support and guidance in determining centre-assessed grades this year

- Subject teachers involved in marking the assessments in our centre will attend any subject-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
- The SLT members responsible for KS4 and KS5 outcomes will engage with subject leaders to ensure a consistency of approach to assessments is achieved

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

- No NQT will have sole responsibility for setting, marking or moderating any assessment
- Subject RALs and RADs and other experienced teachers, where appropriate, will be responsible for the setting, marking and moderation of assessments

Use of appropriate evidence

This section 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 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
- Where appropriate we will use:
 - non-exam assessment work (coursework), even if this has not been fully completed
 - student work produced in centre-devised assessments 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.
 - substantial class or homework (including work that took place during remote learning).
 - internal tests taken by pupils
 - 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

We may provide further detail in the following areas:

Additional Assessment Materials (AAM)

- Where appropriate we will use AAM
 - 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
 - to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence
 - to support consistency of judgement between teachers or classes by giving everyone the same task to complete
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught

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

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed
- We will consider the specification and assessment objective coverage of the assessment
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments

Determining teacher assessed grades

This section outlines the approach our centre will take to awarding centre-assessed grades.

Awarding teacher assessed grades based on evidence

The centre's approach to awarding centre-assessed grades is as follows:

- Students' grades will be determined on evidence which is commensurate with the standard at which they are performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught
- Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias
- RALs/RADs will produce an Assessment Record for each subject cohort and will share this with SLT. Any necessary variations for individual students will also be shared.

Internal quality assurance

This section outlines the approach our centre will take to ensure internal standardisation of centre-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 staff involved in deriving centre-assessed grades read and understand this Centre Policy document
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process for marking assessments
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to marking of assessments
- We will conduct internal standardisation across all subjects and grades
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of centre-assessed grades
- 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)
- Where there is only one teacher involved in marking assessments, then the output of this activity will be jointly reviewed by Jim Balkwill, Deputy Headteacher and another member of the SLT
- 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

This section 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 (2017-2019)
- We will consider the size of our cohort from year to year
- We will consider the progress made by each cohort, at each grade, key grade boundaries and subject
- 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 centre-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 appropriate 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 will omit subjects that we no longer offer from the historical data
- We will take into consideration any staff changes in subject areas over the past examined years (2017-2019) and other appropriate data sources (e.g. 2020)
- We will consider the progress made in subjects where key changes have been made in recent years in staffing, subject leadership, knowledge of specifications or new specifications or qualifications taken

Access Arrangements and Special Considerations

This section outlines the approach our centre will take to provide students with appropriate access arrangements and consider 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 may 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*](#)

Addressing disruption/differentiated 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 only on evidence of the content that has been taught and assessed for each student.

Objectivity

This section 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, Raising Achievement Leaders and Deputies will consider:

- sources of unfairness and/or 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 setting, marking and moderating assessments and determining centre-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;
- centre-assessed grades 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.

Recording decisions and retention of evidence and data

This section outlines arrangements to recording decisions and 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 RALs/RADs maintain records that show how the centre-assessed grades process operated, including the rationale for decisions in relation to individual marks or 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)

Authenticating evidence

D. Authenticating evidence

This section 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, namely:
 - each department will produce a procedure rationale for the setting, marking and moderation of assessments
 - the Senior Leadership link individual will agree and ratify this procedure rationale
 - the Examinations Officer will ensure all steps are taken to ensure the security of the assessments
 - All staff will be trained on the appropriate procedures for setting, delivering and organising the assessments
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section outlines the measures in place to ensure the confidentiality of the centre-assessed grades, 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 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 the assessment marks and the centre-assessed grades
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians

Malpractice

This section 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 to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- The Summer 2021 assessments will follow our general centre policies regarding malpractice, maladministration and conflicts of interest
- All staff involved have been made aware of this, and have received training 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 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 outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details the 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 the Headteacher for further consideration
- Our Headteacher 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

Private candidates

This section outlines our approach to working with Private Candidates to arrive at appropriate grades.

A. Private Candidates

This section details the provision and quality assurance of 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 outlines the arrangements to comply with awarding organisation arrangements for External Quality Assurance of centre-assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements 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 will be 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 outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results
<p>This section details our approach to the issue of results to students and the provision of advice and guidance.</p> <ul style="list-style-type: none"> ● All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week ● Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students ● Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results ● Such guidance will include advice on the appeals process in place in 2021 (see below) ● Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example, regarding missing or incomplete results, to enable such issues to be swiftly resolved ● Parents/guardians will be made aware of arrangements for results days

Appeals

This section outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals
<p>This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.</p> <ul style="list-style-type: none"> ● 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 ● 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