



The St Marylebone Church of England School

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**Centre Policy for determining teacher-assessed grades
in Summer 2021**

Centre Policy for determining teacher assessed grades Summer 2021

Statement of intent

This section outlines the purpose of this document in relation to our centre, the St Marylebone CE School (“the School”).

Statement of Intent

Principles

Ofqual’s guidance directs schools to “assess the standard at which their students are performing” and says that the grades awarded “should indicate the student’s demonstrated knowledge, understanding and skills.” As such, the grades will not be based on existing predictions, nor will they be a projection of what a student might have achieved had the pandemic not occurred. Instead, schools must come to “a holistic judgement of each student’s performance on a range of evidence relating to the subject content that has been delivered.” Schools will put into place a number of quality assurance measures: as part of this, they will “consider the grades for this year’s cohort compared to cohorts from previous years when exams have taken place, to make sure they have not been overly lenient or harsh in their assessment of the 2021 cohort.”

At The St Marylebone CE School (“the School”), we will do everything we can to make sure that our assessment process does justice to our students' ability and hard work, and that the grades awarded are accurate, fair and credible.

With these principles in mind, our assessments will be carried out in the following way:

- Departments will first review the extent to which their courses have been covered, whether in school by teaching in school or via remote learning. This will be communicated clearly to students in advance of any assessments.
- Students will complete a portfolio of assessments that provides evidence of their performance across the course material that they have been taught.
- In order for students to demonstrate their knowledge, understanding and skills to their best standard, the portfolio will principally comprise assessments completed during the final months of the course.
- Assessments that have already been completed on the understanding that they would contribute towards a final grade - for example, coursework components - will be included as part of the portfolio.
- The portfolio of assessments within each subject will be the same for every student.
- Students will have the opportunity to demonstrate their understanding and skills over a broader number of assessments than in a public exam season. Of these, the best - for example the best three out of four assessments - will form evidence for the final grade. This will go some way to mitigating the disadvantage experienced by individual students.
- Where appropriate, an element of choice may be built into some assessment tasks. Pre-release material may also be used for certain assessments.

- Students will complete assessments in environments where their teachers can be sure that the work is wholly theirs.
- As far as possible, the level of support and preparation offered for assessments will be consistent for every student.
- Students will be informed in good time of the assessment schedules, and of the content covered in each assessment.
- Students' names will not appear on assessments; candidate numbers will be used to mitigate against unconscious bias affecting marking.
- All students eligible for Access Arrangements will be provided with these.

In following these principles, the School will be able:

- 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. Students and parents / carers were informed of the principles and procedures via an introductory video from the Headteacher. Students and parents were able to offer comments and ask for clarification following this communication in mid-March. All queries and comments were referred to the Headteacher and all were followed up with those individual students / parents / carers. This was followed up in lessons by individual subjects outlining the structure of the qualifying assessments. The materials used to explain this to students were checked by the three members of SLT overseeing this process, to ensure consistency. These materials are published for each subject on Google Classroom, so that students can go back to them and parents / carers can see them.

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, Ms Kathryn Pugh, will be responsible for approving our policy 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 Learning

Our Senior Leadership Team (specifically the Deputy Headteacher, Assistant Headteacher and Senior Examinations Lead in the Curriculum Team) and Heads of Learning 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 deciding 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 Learning 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 portfolio plan for each course in each subject, that includes what evidence will be used and what assessments will be done, in line with the centre's plan. Securely

store and be able to retrieve sufficient evidence to justify their decisions. Ensure all students eligible for access arrangement will be provided with these arrangements. .

- Sample papers for moderation and clerical checks to ensure consistent application of mark schemes.

Examinations Officer

Our Examinations Officer will:

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

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*

All HoLs will be trained by a member of SLT. This will ensure a consistent approach to the creation of assessments and the marking and moderation of assessments

- 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

This section provides details of our approach to *training, support and guidance for newly qualified teachers and teachers less familiar with assessment*

New Qualified Teachers will not lead on any part of the assessment system. Any marking by NQTs will be closely monitored by more experienced members of staff.

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment. They will not be marking assessed work without the close supervision of experienced members of staff

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, <https://www.gov.uk/government/publications/information-for-centres-about-making-objective-judgements/information-for-centres-about-making-objective-judgements>

NEA

- Where NEA is complete, this will be included in the evidence base
- Where NEA is incomplete, students will be given time to complete this, to a point where it can be meaningfully assessed. This may involve an adjustment to the task.

Internal summer assessments: principles

- Assessments will not cover untaught content (though in the majority of subjects, the course has been covered).
- We will preserve the weighting of content and assessment objectives as per the course specification as far as possible

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 and supervision under which an assessment was completed.
- 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 specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed,

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. The awarding of teacher assessed grades will be based only on the agreed portfolio of evidence.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.

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
<p>This section gives details of our approach to internal standardisation, within and across subject departments.</p> <ul style="list-style-type: none">● We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document. We will have an Internal standardisation process:● We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:<ul style="list-style-type: none">○ arriving at teacher assessed grades○ marking of evidence○ reaching a holistic grading decision○ applying the use of grading support and documentation● The agreed portfolios of evidence will form the basis of internal standardisation.● Where necessary, we will review and reflect on grading decisions to ensure alignment with the standards as outlined by our awarding organisations.● All teachers involved in marking assessments and determining grades will be able to collaborate with others in awarding teachers assessed grades. There is more than one member of staff for every course and qualification.● 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.

The following will be done by using the analysis of examination results from 2017-2019 on FFT and Sisra. The Teacher Assessed grades for 2021 will be compared the prior performance using data analysis tools provided by these platforms

- We will compile information on the grades awarded to our students in the 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 submit in 2021.
- We will double-check that the internal quality assurance process regarding standardisation was completed correctly and that the standardisation evidence ensures alignment with the standards as outlined by the awarding organisation.
- As above, we will prepare a succinct narrative on the outcomes of the review against historic data which addresses the reasons for any significant divergence from previous performance. This commentary will be available for subsequent review during the QA process.

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) they will be provided for every assessment.
- We will record, as part of the portfolio of evidence, if there is any grounds for special consideration to be applied, including evidence, and the extent to which we have taken account of this. 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/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.
- Students will sit a number of assessments, providing a number of chances to demonstrate their knowledge, skill and understanding, based on what they have been taught. Of the assessments in a given subject, the best (eg) 3 of 4 will be used in determining the students' grades. A reasonable degree of choice will also be given. For example, students are able to choose 1 out of 2 questions as part of an assessment.

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.

SLT and Heads of Learning 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.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- the evidence presented should be valued for its own merit
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics

No student names will appear on assessments. Candidate numbers will be used instead, to mitigate against unconscious bias.

Our internal standardisation process will help to ensure that there are different perspectives in 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.

- All qualifying evidence will be scanned and stored under candidate number.
- All marks will be recorded in a common spreadsheet, password-protected and accessible only to staff requiring access.
- We will ensure that teachers and Heads of Learning maintain records that show how the teacher assessed grades process operated, including the marking schemes and process.
- All portfolios of evidence will be stored securely
- 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 in a secure centre-based system that can be readily shared with our awarding organisations.

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, which will include supervision of assessments in controlled conditions, 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.
- 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 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 have attended data protection training.
- 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

- o allegations that centres submit grades not supported by evidence that they know to be inaccurate
- o centres enter students who were not originally intending to certificate a grade in the Summer 2021 series
- o failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages
- o 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 if to separate duties and personnel to ensure fairness in later process reviews and appeals.

Private candidates

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.

The small number of private candidates will complete the same assessments as all other candidates being entered for that specific course. They will be provided with the same pre assessment information as all other candidates. They will sit these assessments at the same time as all other candidates. Their portfolio of evidence will be assessed in the same way as the portfolios of evidence for all other students at our centre being entered for that course.

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.
- In the very unlikely instance where student evidence used to decide teacher assessed grades is not available, for example where the material has been lost, 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.
- 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.