



## Centre Policy for determining teacher-assessed grades – Summer 2021 Beaumont School

### Roles and Responsibilities

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

#### Head of Centre

- Our Head of Centre, Martin Atkinson, 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

Our Senior Leadership Team 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.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within them.
- communicate with students and parents/carers about the process to be applied and the evidence to be considered.

#### Heads of Department

Our Heads of Department 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 departments.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- produce an assessment record for each subject cohort, that includes the nature of the assessment evidence being used, the weighting given to it and the reasons for the weighting. Any necessary variations for individual students will also be recorded.
- ensure all staff conduct assessments under the appropriate levels of control, with reference to guidance provided by the Joint Council for Qualifications.
- ensure that all teachers within their department assess work contributing to the grade consistently.
- ensure that professional judgement from all teachers within the department is considered in the process of deciding on grades.
- ensure that judgements about grades are applied consistently within the department.



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- ensure that the teacher-assessed grade assigned to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

### Teachers

Our teachers will:

- ensure they conduct assessments under our centre's appropriate levels of control and in line with the assessment portfolio agreed within the department.
- assess work using agreed mark schemes and participate in quality assurance within the department.
- exercise appropriate professional judgement in contributing to decisions about grades.
- ensure that the teacher-assessed grade assigned to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- securely store and be able to retrieve sufficient evidence to justify the grades awarded.

### SENCo

Our SENCo will:

- consider the assessment evidence for students with SEN and contribute to decisions about whether adjustments need to be made in their cases.

### 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 provides details of the approach our centre will take to training, support and guidance in determining teacher-assessed grades this year.

- Heads of Department will attend any centre-based training to help achieve consistency and fairness to all students and will disseminate it to colleagues. If the Head of Department is not available, a colleague from the department will attend instead.
- A member of the relevant department will attend any subject-specific training which has been provided by the awarding organisations and will disseminate it to colleagues.
- We will provide support from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place internal moderation to ensure that NQTs and teachers less familiar with assessment apply the same standards as other teachers.



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### Use of evidence

This section gives details in relation to our use of evidence.

- Decisions about evidence to be used will be in accordance with the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- Where we have it in our possession, 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 organisations, including groups of questions, past papers or similar materials such as practice or sample papers, when selected by the Head of Department.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed, for qualifications in which it plays a role.
- 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, when decided by the Head of Department.
- We will use substantial class or homework (including work that took place during remote learning), when decided by the Head of Department.
- We will use internal tests taken by students, when decided by the Head of Department.
- We will use mock exams taken over the course of study.

We provide further detail in the following areas:

#### Additional Assessment Materials

- 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, when selected by the Head of Department.
- We will use additional assessment materials to give students an opportunity to demonstrate their mastery of the content at the end of the course of study, when selected by the Head of Department.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete, when selected by the Head of Department.
- We will combine and/or remove elements of questions when the Head of Department decides that this is the best way to provide a valid assessment of what has been taught.



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Our centre will ensure the appropriateness of evidence and weighting given to it in arriving at grades in the following ways:

- 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.
- We will consider when the evidence was produced during the course of study.
- 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 consider whether the evidence was internally moderated after the original assessment.
- We will consider whether students were aware that the evidence was likely to count towards the grade.
- We will ensure that we have confidence that the work is 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.

### **Awarding teacher-assessed grades based on evidence**

We give details here of our centre's approach to awarding teacher-assessed grades.

- Our assessment evidence will be weighted consistently across the cohort for each qualification (unless adjustments have been made for individual students) and used to generate a final score and rank order of candidates.
- Heads of Department and teachers will apply grade boundaries to the rank order with reference to the grade descriptors and evidence produced by each candidate.
- Grades awarded will be based on evidence which represents 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 Heads of Department will produce an Assessment Record for each subject cohort explaining how the evidence was used to arrive at a fair and objective grade, which is free from bias. Any necessary variations for individual students will also be shared.

### **Internal quality assurance**

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

- We will ensure that all teachers involved in deriving teacher-assessed grades read and understand this Centre Policy document.
- We will ensure that our centre carries out an internal standardisation process for each qualification.
- We will ensure that all teachers are provided with guidance and support to ensure they take a consistent approach to:



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- Marking of evidence
- Reaching a holistic grading decision
- Applying the use of grading support and documentation
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher-assessed grades.
- Where 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 grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- 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 gives details of our internal process to ensure a comparison of teacher-assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019), omitting subjects that we no longer offer from the historical data.
- 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 historical data, which, in the event of significant divergence from the qualification-level profiles attained in previous examined years, will address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

### Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will consider removing that assessment from the portfolio of evidence and reweighting the remaining evidence.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will consider removing the affected evidence from the portfolio and reweighting the remaining evidence. We may require further evidence (e.g. medical evidence) to support requests to remove assessments.



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- 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.
- In assessments conducted from March 2021 onwards we will operate an internal special consideration process. To ensure consistency in the application of special consideration, decisions will be made by members of the Leadership Team with regard to the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

### 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.
- When disruption means that a student has been unable to complete an assessment which is part of the evidence portfolio, or that a student's performance has been detrimentally affected, we will consider removing the assessment from the evidence portfolio and reweight the other assessments. We may require further evidence (e.g. medical evidence) to support requests to remove assessments.



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### 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.

We will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias; and
- bias in teacher-assessed grades.

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

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher-assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics; and
- unconscious bias is more likely to occur when quick opinions are formed.

Scores from assessments will be used with consistent weightings across the cohort (unless adjustments have been made in individual cases) to maximise objectivity. Our internal standardisation process will help to ensure that quality assurance includes different perspectives.

### Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Department maintain records that show how the teacher-assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).



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### Authenticating evidence

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 are 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. These mechanisms will include use of evidence produced under secure conditions where possible, retention of evidence within the centre to avoid tampering where possible, and investigation when teachers are suspicious that work may be inauthentic.
- 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

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher-assessed grades.
- We will share details of the range of evidence on which students' grades will be based and the weightings applied to each piece of evidence with students and parents/carers, while ensuring that details of the final grades remain confidential.
- Relevant details from this policy, including evidence to be used and the confidentiality requirements, will be shared with parents/guardians.





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### 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.

- 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 act on concerns over the authenticity of a student's work;
  - over-direction of students in preparation for common assessments;
  - submission of grades not supported by appropriate evidence;
  - entry of 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, has been outlined to all relevant staff.

### Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest, such as relationships with students, to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents: [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.



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### Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the arrangements for internal candidates. However, it is likely that adjustments will need to be made to the portfolios of assessment evidence so that they only include assessments undertaken by Private 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 documentation.
- In order to provide evidence to support the awarding of a grade, Private Candidates will be required to undertake such assessments as we deem essential under the conditions which we stipulate in order to satisfy ourselves that the work is authentic.
- 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 will be excluded from our analysis.

### 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 will be 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.
- Where we have it in our possession, all student evidence on which decisions have been based regarding the determination of grades will be 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 will be briefed on the possibility of interaction with awarding organisations during the different stages of the external quality assurance process and will 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 will be 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.



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### Results

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

- All staff involved will be made aware of the specific arrangements for the issuing 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 details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved will be 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 will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Students will be appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

*This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.*