



The Queen Elizabeth Academy
“We Can and We Will”

TQEA Centre Policy

GCSES FOR SUMMER 2021

Centre Policy for determining teacher assessed grades in Summer 2021

This document is intended to outline the principles and procedures that TQEAs will be undertaking in order to award teacher assessed grades in Summer 2021 for Year 11. This document will be read by all teaching staff, support staff, the examinations officer and governors; it will support staff in understanding our processes, in line with national and Trust guidance.

In summer 2021 students will receive teacher assessed grades. Teachers should consider the standard at which each student has performed over the course of study. This judgement should be holistic and based on the evidence of a student's performance on the subject content which they have been taught, whether in the classroom or via remote learning. In coming to these holistic judgments, teachers should use their professional judgement to balance the full range of evidence available for each student. The evidence will include work which has already been completed during the course as well as that which will be completed in the weeks and months to come. Judgements should not be affected by a student's behaviour (both good and poor), character, appearance or social background, performance of their siblings or any other factors including characteristics protected under equalities legislation such as a student's sex, race, religion/belief, disability status, gender reassignment or sexual orientation.

Following the students' return to face-to-face teaching on 9th March, staff should consolidate and revise students' learning for as long as possible and should aim to assess students on as broad a range of specification content as they can. No new content will be taught when students return to the TQEAs.

This policy takes account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*.

Centre Policy for determining teacher assessed grades – summer 2021:

31020 – The Queen Elizabeth Academy

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

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 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.*

ATT Trust Tight Principles

This section provides details on a series of tight principles, agreed by our Trust ATT, which TQEAs, must follow.

These are:

- *A robust process for awarding grades in line with Ofqual and examination board protocols, quality assuring and standardising the proposed grades and meeting the deadline for submission.*
- *The teaching of all new content. All learning following March 8th to be revision/re-teaching of delivered content and testing/assessments.*

- *We will take an aligned approach to communicating with pupils and parents about grades. Currently we are able to share with pupils the grades they have achieved on actual pieces of work. Any reporting to, or discussion with, parents will be based on the progress pupils have made in current pieces of work (working at grades) and predictive grades will not be given. Pupils and parents will be told that working at grades do not equate to a final predicted grade as many things have yet to happen before a final grade can be submitted. It allows us to have conversations about pupils trying to do better during the assessment window.*
- *Each academy will prepare an assessment plan identifying the frequency and type of assessment for each subject, to be more than is needed so that 'best pieces' can be retained for evidence.*
- *The DfE has outlined the range of assessment evidence centres can use from throughout the course of study. "Schools and colleges need to use consistent sources of evidence for a class which relate closely to the specification requirements. You will need to be confident that work produced is the student's own and that the student has not been given inappropriate levels of support to complete it."*
- *Evidence will come from a range of sources, but all assessments must have been completed in controlled conditions or with teacher supervision.*
- *Mock exams in Year 11 were robust. We need physical evidence, not just data in a spreadsheet. We can use mock exams taken over the course of study if they provide stronger evidence.*
- *External exam results for vocational and applied examinations taken in January 2021.*
- *Coursework (preferably completed but DfE has said incomplete can be included).*
- *Further assessments from 8th March 2021 onwards under teacher supervision.*
- *Exam questions/ mini assessments that have been set either internally or by examination boards.*
- *Records of each student's progress and performance over the course of study.*
- *For performance-based subjects, such as Drama and PE, a record of a student's capability and performance.*
- *Exemptions may be made for pupils who are ill or who are shielding in order to allow them to complete some assessments at home.*
- *Moderation will be ongoing from Easter until May and we will make use of our collaborative groups – subject TNGs – to standardise some of the assessments made by subject teachers. REDs and EPs will monitor the robustness and rigour of the moderation processes in each academy.*

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 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 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 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 deriving 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 Department 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 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.*
- *Securely store and be able to retrieve sufficient evidence to justify their decisions.*

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:

- *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:

- *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.*

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*.

Use of evidence

This section gives details in relation to the types of assessment evidence.

- *The main evidence for most subjects will be student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers or similar materials such as practice or sample papers.*
- *Non-exam assessment (NEA) work and coursework will also be used for some subjects, even if this has not been fully completed.*
- *Student work produced during TQEAs mocks and mini assessments that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes.*
- *Records of a student's capability and performance over the course of study in performance-based subjects such as music, Art and PE.*
- *Any public examination results from the previous academic year or January 2021 series will be used.*

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.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as Music, Drama and PE.*

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

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.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.*

We give details here of our centre's Assessment plans:

Assessment plans should be submitted to SLT by 29.03.21. Assessment Plans will include:

- *Content assessed in each assessment.*
- *At least 5 pieces of evidence, including an October mock, a December mock and Assessment Opportunity One and Assessment Opportunity Two.*
- *Description of the method of assessment (e.g., an in-class assessment, sports hall assessment, NEA etc.)*
- *Quality assurance process for the assessments.*

Assessment Opportunity One

- *From 22.3.21 Assessment Opportunity One will take place for the remaining 4 days of term, before the Easter break. This period will see students completing in-class assessments, done in test conditions. The assessments will be sections of exam papers or exam style questions. They will be 45-50 minutes long to allow for extra time. Exam access arrangements will be adhered to and this will be organised by the Learning Support Team. The assessments will be submitted to the SLT line managers first to QA their quality.*

Assessment Opportunity Two

- *From 4th May until 17th May, students will complete Assessment Opportunity Two. This is a programme of assessments taking place in the Sports Hall under exam conditions. Approximately 50% of course content – where possible – will be assessed. Exam access arrangements will be adhered to and the timetable will take into consideration extra time and student welfare (e.g., shortening some assessments and making afternoon assessments be shorter). Only the Curriculum Leader will know the exact paper, to avoid any teacher unfairly giving knowledge of questions to students, and the SLT line manager will QA the paper to ensure it meets Trust and national guidelines.*

Subject Assessment Plan



Subject Assessment Plan

SUBJECT:				
Assessment	Content assessed	Method of assessment	Grade	Departmental quality assurance process
October 2020 assessment		An in-class assessment		
Department evidence (e.g. further assessment, NEA, coursework etc.)				
December Mocks		Mock examination Sport Hall		
Assessment Opportunity 1		An in-class assessment		
Assessment Opportunity 2		Mock examination Sport Hall		

Final Grade awarded:

Assessment Opportunity One Schedule



Assessment Opportunity One



Day	Period 1	Period 2	Period 3	Period 4	Period 5
Monday 29/3/21		11C History 4 questions taken from Nov 2020 / June 2019 papers. 50 minutes. 32 marks			Business Studies - AQA Nov 2020 mix of Paper 1 and 2 sections A&B - assessing general knowledge, calculation and analysis. 45 minutes - 60 marks
		11C Media Studies - 5 questions from sample /2019 papers on TV Drama. 45 marks 50 minutes			11D/CS - Computer Science 40 marks. Solely taken from Paper 1 Edexcel
Tuesday 30/3/21		11A Art - 45 minute design task. accumulation of studies so far to design an outcome that supports Eduqas assessment objective criteria, leading to a final outcome to be completed in Assessment Opp 2	Science for 11 Triple, 11.1, 11.2, 11.3. 45 mins based on mixed science content from lockdown using AQA exampro, numeracy, RP and long answer Q similar to actual exams.	Maths Assessment (all pupils) - Calculator paper, 50 minutes, 60 marks. Questions taken from AQA Exam Pro.	11B GCSE PE- Component 2; 45 mins; 50 mark adapted paper following component two style; multiple choice, analysis grids, data and extended questions
		11A/CS - Computer Science 40 marks. Solely taken from Paper 1 Edexcel	1115 RE 35 minute assessment questions taken from 2019 Christian and Ethics paper (Eduquas). 30 marks available		11B History 4 questions taken from Nov 2020 / June 2019 papers. 50 minutes. 32 marks
		11A History 4 questions taken from Nov 2020 / June 2019 papers. 50 minutes. 32 marks			11B Media Studies - 5 questions from sample /2019 papers on TV Drama. 45 marks 50 minutes
		11A - Geography OCR 45 minutes (45 marks) UK Physical Landscapes and Ecosystems of our Planet			

Wednesday 31/3/21	11.4 only. 45 mins based on mixed science content from lockdown using AQA exampro, numeracy, RP and long answer Q		11E - Geography OCR 45 minutes (45 marks) UK Physical Landscapes and Ecosystems of our Planet		11E French 45 minute reading paper School and Jobs
			11D Spanish 45 minute reading paper Travel and Tourism		11E - Geography OCR 45 minutes (45 marks) UK Physical Landscapes and Ecosystems of our Planet
	1111 RE 35 minute assessment questions taken from 2019 Christian and Ethics paper				11E Spanish 45 minute reading paper Travel and Tourism
			Drama Assessment C1 Written Paper Section B: Blood Brothers Q2 - Q4 40 Marks (50 minutes) Taken from a past paper		Statistics Assessment: 11E/Sz1 - Calculator paper, 45 minutes, 60 marks. Questions taken from Edexcel Exam Wizard.
		1113 RE 35 minute assessment questions taken from 2019 Christian and Ethics paper (Eduquas). 30 marks available	11A Hospitality and Catering Unit 1: Food related ill health. A mixture of past paper questions. 45 minutes		11C as for 11A lesson 3 Hosp and Catering
Thursday 1/4/21	Assessment (All classes) English Lit Paper 1. Power and Conflict Comparison				Music Year 11 OCR Listening and Appraising 50 minutes AOs 2&4

Assessment Opportunity Two

Assessment Opportunity Two

May 2021



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Date	Subject	Start	Duration
Tuesday 4th May	English Language Paper 1	Tutor/P1/P2	1hr 45mins
	History 1	P3/P4	1 hr 10mins
Wednesday 5th May	Mathematics Paper 1 – Non-calculator	Tutor/P1/P2	1 hr 30 mins
	Religious Studies: Christianity, Hinduism & Ethics	P3/P4	1 hr 30 mins
Thursday 6th May	Biology	Tutor/P1/P2	1hr 15mins (Combined) 1hr 45mins (Triple)
	Geography	P3/P4	1 hr
Friday 7th May	GCSE PE Component 1	Tutor/P1/P2	1hr 45mins
	Digital Information Technology	P3/P4	1 hr 30 mins
Monday 10th May	English Literature	Tutor/P1/P2	1hr 45mins
	Media	P3/P4	45 minutes
	History	P5	40 minutes

Tuesday 11th May	Chemistry	Tutor/P1/P2	1hr 15mins (Combined) 1hr 45mins (Triple)
	Computer Science	P3/4	1 hr 30minutes
Wednesday 12th May	Mathematics Paper 2 – Calculator	Tutor/P1/P2	1hr 30mins
	Business Studies	P3/4	1 hr 30mins
	Drama	P3/4	1 hr 30mins
Thursday 13th May	Physics	Tutor/P1/P2	1hr 15mins (Combined) 1hr 45mins (Triple)
	Music	P3/4	50 mins
Friday 14th May	Statistics	Tutor/P1/P2	1hr 30mins
	French Reading	Tutor/P1/P2	45mins
	Spanish Reading	P3/4	45mins
Monday 17th May	Possible Mop-ups	As required	As required

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

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.*
- *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.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at teacher assessed grades*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*
- *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 individual 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.*

In order to ensure validity of data, quality assurance will be multi-layered and will take place both throughout the collection of data and after they have been submitted to SLT.

Marking and moderation of mock examinations and assessments:

- *Prior to Assessment Opportunity One and Assessment Opportunity Two, CLs will submit their papers and mark scheme to SLT line managers for QA.*
- *SLT will ensure that there is consistency across departments in terms of papers being generated, where possible, from the November 2019 series or questions unseen by students. Where this is not possible, for example the subject did not have an entry in that series, CLs will select another, unseen series to use.*
- *CLs will need to carefully consider grade boundaries, using November 2019 boundaries as a basis. At the start of academic year 2020-2021, all departments at TQEA decided upon their boundaries. CLs considered Summer 2019 and 2018 boundaries to ensure that the smaller cohort size of November 2019 papers has not skewed these boundaries significantly.*
- *CLs should also consider the distribution of grades once student data is collected.*
- *In line with the Trust's tight principles, CLs should work with their TNGs to standardise assessments. CL will need to include detail of this within their assessment planning documentation. CLs should ensure that moderation occurs for mock examinations and mini*

assessments. The purpose of moderation is to ensure that assessment outcomes (mark/grade) are fair, valid and reliable and that assessment criteria have been applied consistently. The process should ensure that any differences in academic judgement between individual markers can be acknowledged and addressed.

- *In December 2020 a training day was given to ensure that the December mocks were rigorously moderated. Every department internally moderated AND each department had to have evidence of external moderation. This was completed with the assistance of schools in the Trust, professional peers in other schools or with paid-for marking companies.*

Points to consider regarding marking and moderation:

- *A selection of exam papers marked and discussed as a team in order to further secure the application of the mark scheme prior to exam marking. This gives opportunity to agree any additional guidance for the mark scheme prior to marking of the whole cohort and can help to ensure consistency of marking across the team.*
- *Each marker being buddied up with another member of the team in order to double mark a sample of their marked scripts. Both markers should then meet to discuss any discrepancies and agree marking. Where any discrepancies cannot be agreed, the CL should resolve these.*
- *CLs should consider the approach to marking. For example, is marking likely to be more accurate if members of the team become ‘experts’ at marking particular questions for the whole cohort rather than whole papers for a smaller number. When deciding this, the rationale should always be to give the greatest accuracy to marking.*
- *Sending a marked sample to another TNG team in order for them to feedback on the marking of a sample. Marking can then be compared and mark schemes agreed prior to marking the rest of the cohort.*
- *Consider the use of staff who have marked for the exam board and their role in moderation of marking.*

Non-negotiables regarding moderation are:

- *At least 10% of the cohort should be sampled for each marker for each paper.*
- *Moderation must include a random sample of marked papers being double marked by another member of the team. Markers should not know which scripts will be double marked.*
- *Where changes are made to the marking of scripts, the questions or parts affected should be amended in all other papers to reflect what has been agreed and to ensure consistency across the whole sample.*
- *CL should keep clear records of the moderation that has taken place for both mock examinations and mini-assessments.*

Curriculum Leader submission of Teacher Assessed Grades

Following submission of assessment plans, data collection sheets for each subject will be generated by the CL. These should be set up with:

- *Student full names*
- *Candidate numbers*
- *Columns for the grades for the number of mini-assessments agreed*

- *Teacher assessed grade to be submitted to the exam board*

When submitting final TAGs:

- *Declarations to completed by CL and relevant SLT. TAGs should not be submitted without line manager authorisation. Whilst Curriculum Leaders are awaiting these spreadsheets, they should continue to use departmental tracking procedures to ensure that all data is readily available upon request. Amendments will be made should they be needed, once we have further guidance from examination boards.*

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.

- *In coming to this judgement, we will seek to make it no easier or harder for a student to achieve a particular grade this year compared to previous years.*
- *We will compile information on the grades awarded to our students in 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 award in 2021.*

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) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *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/differential lost learning (DLL)

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.*

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.

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 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;*
- *unconscious bias is more likely to occur when quick opinions are formed; and*

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

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 Departments 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 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).*
- *Curriculum Leaders should ensure that all assessments completed from March 2021 onwards should be retained securely on site. This includes mock examinations and any mini assessments which contribute towards TAGs. All physical evidence making up the portfolio, should be available upon request. CLs are to ensure that all teachers are clear on faculty arrangements and expectations regarding the storage of work.*

Authenticating evidence

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, will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

Following TQEA's familiar mantra of 'never in isolation', Curriculum Leaders (CLs) should ensure that final TAGs are not submitted in isolation. The CL should ensure that their teams have clear direction in terms of the data to use for this final grade. Following submission to the CL, the CL should carefully review the data submitted to ensure consistency across the department and to check that each teacher assessed grade is supported by sufficient evidence. Where this is not the case, the CL should work with the teachers involved to re-issue the TAG prior to this being submitted to SLT by 20th May 2021.

CL will utilise grade boundaries once assessments have been completed to help them reach final judgements. However, it is important to note in the Ofqual document that "overall, it will be no easier or harder for a student to achieve a particular grade this year compared to previous years". Therefore, it may be necessary to look at the overall spread of total marks from any assessments completed between now and the summer, to then inform grade boundaries so that there are similar (not the same) percentages of students achieving each grade as there has been in previous years. For example, if over the past three years approximately 60% of students in your subject achieved a grade 4+ then you may need to adjust your grade boundaries if these summer's teacher assessments resulted in 100% of students achieving 4+.

Following CL checking, the SLT line manager of each department should carefully scrutinise the final teacher assessed grades submitted by the CL prior to them being submitted. SLT line managers should scrutinise the portfolio of evidence for each teacher assessed grade and ensure that there is sufficient evidence to support this grading. Each grade for a subject must be signed off by at least 2 teachers in that subject, one of whom should be the head of department or subject lead. Where there is only one teacher in the subject or department, or only one is available, the head of centre should be the second signatory. Both the CL and SLT line manager will be required to complete declarations along with the submission of their teacher assessed grades.

Following CL and SLT submission, the Head of Centre will further QA all TAGs for every student along with the associated evidence as outlined on the submitted spreadsheet. This will include comparison to previous data drops and previous TQEA performance. Final TAGs will then be shared with the Trust in order for them to agree our submissions. As Head of Centre, Neil Harding, will complete the centre declaration for the final submissions.

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.

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.*
- *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.

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;*
- *Allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
- *Centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
- *Failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
- *Failure to keep appropriate records of decisions made and teacher assessed grades.*

The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

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. The member of staff involved should not formulate the teacher assessed grade and instead, another member of the team (CL where possible) will formulate the teacher assessed grade based on the portfolio of evidence. This is to ensure that there is no bias in generating teacher assessed grades where there is a personal connection.*
- *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.*

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.

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.*
- *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 of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

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.*
- *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 have been made aware of arrangements for results days.*

This section details our approach to informing students of assessment results.

- *Teachers and CLs can arrange for numerical marks and feedback to be shared with students from mock examination and mini assessments but class teachers and CLs must ensure that students are aware that these are not grades or their final TAG.*

Trust data collection 23.04.21

- *TQEAs will collect “working at” data for each subject and student for the above deadline. More information will follow regarding this but data will be entered in the usual manner on SIMs and will not just reflect Assessment Opportunity One, but be a holistic working at grade for the students so far.*

Communication with Parents/Carers

TQEAs will communicate with parents via a letter and a video in early March, to explain TQEAs’ TAG process. Once completed, the assessment plans will also be shared to parents. TQEAs staff will be rehearsed about the ways to communicate with parents regarding TAGs, including the following guidance:

- *Mention that you TQEAs will use recent assessments and other evidence previously to reach a final judgement.*
- *We will be using a range of evidence about your child’s performance gathered throughout their course to inform our judgement.*
- *This might include work that they have already completed, mock exam results or in-class assessments.*

- *If parents/carers ask staff to make a prediction, staff should instead advise that “over the next few weeks we will continue to consolidate, revise and assess students to get an accurate picture of their current working at grade and so at this stage it would not be appropriate to make a prediction”*

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.

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.*
- *Leaners have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*
- *A student who is unhappy with their grade will first ask their centre to check whether an administrative or procedural error had been made.*
- *There will be a TQEA helpline set up for any parents/carers to telephone between the hours of 8am and 4pm during term time, up until 21st July. This school mobile phone will be manned by the centres Exams Officer and a log of all calls received will be kept.*
- *All appeals should be emailed by a parent/carer to exams@tqea.org.uk for the Exams Officer to initially review. Following an acknowledgement email from the centres EO, there will be two standard response emails used to reply to parents/carers, either stating that there has been no error made and the options for the parent/carer, or that an error has been made and the next steps from an Academy point of view. The response time will vary case by case.*
- *Where we do identify an error in the grade submitted to the exam board, we will submit a revised grade and a rationale for the board to consider. If the exam board is satisfied with the rationale, it will issue a revised grade*
- *Where TQEA does not believe an error had been made, a student can ask the centre to appeal to the exam board on their behalf. TQEA will submit the student's appeal to the exam board and provide the evidence on which its judgement had been made; the exam board will consider whether, in its view, the grade reflected an appropriate exercise of academic judgement. If the exam board judges that it did not, the exam board will determine the grade that the evidence would support. The exam board will also check that the centre had followed its own process.*
- *TQEA will have an offer for mitigating circumstances. This will mean a student's TAGs will be reviewed in light of circumstances including, but not limited to, Covid19 related illnesses or time from education as a result of family Covid19 illness; an illness and absence from school that is non-Covid related (such as a broken leg, or extended period of illness); or for student mental health illness.*

Contingency

This section of our Centre Policy outlines our Contingency plan.

Contingency

- *If the Year 11 bubble has to isolate due to a Covid19 outbreak, then students will continue to have revision lessons via Teams.*
- *If Assessment Opportunity Two cannot take place, then the body of evidence already collected will form the main basis for TAGs (including the already completed Assessment Opportunity One) while taking into consideration evidence obtained during remote learning.*
- *Knowledge can be assessed remotely using online testing mechanisms and students can complete timed 'live' assessments set by class teachers.*
- *The validity of these is not as secure as ones completed in a highly controlled setting, but can be further examples to add to the portfolio of evidence.*