



Centre Policy for Greenacre Academy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades – summer 2021: Greenacre Academy

Statement of intent

Greenacre Academy has created this centre policy to:

- Ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- Ensure the operation of effective processes which have clear guidelines and support for all staff involved with the process of determining assessed grades in Summer 2021.
- Ensure all staff that are involved in the process clearly understand their roles and responsibilities
- Support teachers to take evidence-based decisions in line with JCQ's guidance.
- Take into consideration historical centre data within the process, and the appropriate decision making in respect of the teacher assessed grades.
- Support a high standard of internal quality assurance processes in the allocation of teacher assessed grades.
- Support our centre in meeting its obligations in relation to equality legislation.
- Ensure our centre meets all requirements set out by the Department of Education, Ofqual, JCQ and awarding organisations for the Summer 2021 qualifications.
- Ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to provide confidence.

Roles and responsibilities

Head of Centre

Our Head of Centre, Shelly Bridger, will:

- Be responsible for ensuring our Trust Board approve our policy for determining teacher assessed grades.
- Have overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- 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.
- 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.
- ensure evidence is collated and stored centrally within a locked environment once TAGs have been entered to allow for access for external moderation and/or appeals.

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.
- provide evidence bundles to Heads of Department (HoD)/Heads of Faculty (HoF) which will be stored centrally in order to be able to be retrieved if there is a need 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.

- 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 JCQ and the awarding organisations.

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:

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- HoF/HoD will need to decide on the evidence being used for the cohort based upon advice from AO and this will be discussed with the Senior Leader in line management meetings.
- 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 in a secure area within the school.
- The majority of evidence being gathered in 2021 will be under medium control levels as due to COVID restrictions assessments will take place in classrooms under exam conditions.
- Where appropriate 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.
- We will, where appropriate, use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- Where appropriate 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.
- Where appropriate we will use substantial class or homework (including work that took place during remote learning).
- Where appropriate we will use internal tests taken by pupils.
- Where appropriate we will use mock exams taken over the course of study.
- Where appropriate 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.

Where additional Assessment Materials (AAM) released by Awarding Organisations are used:

- Where appropriate we will use AAM to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- Where appropriate we will use AAM to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- Where appropriate we will use AAM to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- Where appropriate we will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

Our centre will ensure the appropriateness of evidence and the 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 or 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

Our centre's approach to awarding teacher assessed grades based on evidence is set out below:

- 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.
- Consistent evidence will be collected for students from a range of sources, where appropriate and be used to determine Teacher Assessed grades.
- Marking and grading exemplifications from Awarding Organisations will be used to support determining teacher assessed grades.
- Internal moderation within departments and external moderation with our sister school, Walderslade Girls School where similar subjects are taught, will ensure consistency in marking across the cohort.
- 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.

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 allowing for Head of Centre confidence in their declaration when teacher assessed grades are submitted to awarding organisations.

- We will ensure that training is provided for staff involved in the TAG process from a Senior Leadership Level, explaining the importance of the Centre Policy and following the guidelines consistently within and across departments.
- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document by completing an electronic sign off to show understanding after whole staff training has been provided.
- Whole staff training and timelines provided by Senior Leaders will indicate when internal and external moderation (with the sister school) will take place and the procedure to be used.
- Standardised moderation forms will be used by staff after randomly selecting students work from varying grade boundaries to log whether work is being marked and graded following guidance provided by AO.
- HoF/HoD will provide in department training to explain how evidence for their subject will be moderated and which guidance/marketing exemplars will be used.

- 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 Organisations.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our Awarding Organisations.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre:
 - Working with our Sister school within the Trust, Walderslade Girls School, this will enable external moderation.
 - We will additionally ensure that Senior Leadership line managers review where necessary.
 - If it is a BTEC subject, our BTEC assessment and verification lead within the school, Robert Ellerington, will review where necessary.
- 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.

- The data manager, Thomas Heyes, 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.
- HoF/HoD in conjunction with their Senior Leadership Team (SLT) line managers will prepare a succinct narrative on the outcomes of the review against historic data, 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, such as KS2 baseline data and National statistics for Boys, that will help to quality assure the grades we intend to award in 2021.
- We will omit subjects that we no longer offer from the historical data, such as GCSE Media and GCSE Religious Studies.
- We will take into account changes in our cohort that need to be reflected in our comparisons, such as entry points with KS2 data.

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.

- The SENCo will ensure that access arrangement requirements or reasonable adjustments for identified students are shared in advance of assessments with all staff so that every effort can be made to ensure these arrangements are in place when assessments are taking place.
- If an assessment has taken place without an agreed reasonable adjustment or access arrangement, we may remove that assessment from the basket of evidence and seek to find alternative evidence if appropriate, this will be logged in individual student evidence sheets and Variation forms.
- 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 on their overall performance.
- 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)

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- This will include looking at sets and tier entries and how content taught may differ dependant on their curriculum journey.

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions and gives a summary of the arrangements in place within our centre. Staff will fulfil their duties and responsibilities in relation to relevant to relevant equality and disability legislation.

Senior Leaders, Heads of Department and the 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;
- 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.

- 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 in line with our GDPR and retention record policies.
- Individual student record sheets will be kept with the bundle of evidence for each student from each department, detailing which evidence has been collated, the individual grades for work, the final TAG and may be counter signed by a member of SLT if selected for final moderation and quality assurance checks.
- 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. This includes:
 - Department Summary sheet showing the evidence being used for the cohort and control levels as well as logging dates for training.
 - Moderation forms to be completed to show quality assurance checks on TAGs being determined
 - Individual Variation forms to demonstrate where students have required different evidence or need additional considerations to be put into place
 - Individual Student evidence records detailing evidence collated in their evidence bundle and TAG determined, these will be inside the individual student subject evidence folders.
- 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 area that can be readily shared with our Awarding Organisations.

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 student self-declarations, 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. Staff will refer to guidance, provided in whole staff training, to the level of control for each assessment.

- High level of control evidence, such as Mock exams conducted in exam conditions may be used within evidence, this will be identified in the Department Summary sheet.
- Medium level of control evidence, such as assessments completed in the classroom under teacher supervision may be used as evidence and will be identified in the Department Summary sheet.
- Low level of control evidence, such as work completed at home virtually during COVID lockdown, will be identified in the Department Summary sheet and will need confirmation from students that no external support was provided and the work is their own, this work should be compared to work completed within the centre by the student to ensure the standard is comparable and is a fair representation of a student's capabilities.
- 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. Our centre (61219) will work collectively with OCR for support with quality assurance procedures.

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.

- All staff involved will be made aware of the need to maintain the confidentiality of teacher assessed grades, this will be shared in whole staff training and shared via email.
- All teaching staff will be 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, will be shared with parents/guardians via a letter.

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 in accordance with awarding organisation requirements.

- Our general centre policies regarding malpractice, maladministration and conflicts of interest will be reviewed by our data manager, Thomas Heyes, to ensure they address the specific challenges of delivery in Summer 2021.
- All staff involved will be made aware of these policies, and have received training in them as necessary. These policies will be sent out to all staff and stored online so they can be viewed at staffs discretion.
- All staff involved will have been made aware of the specific types of malpractice, within whole staff training, 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, 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.

External Quality Assurance

This section of our Centre Policy 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, via whole staff training, 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 alongside student evidence on which decisions regarding the determination of grades. These will be stored securely centrally so they can be accessed in case of moderation or appeal.
- 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. This has been shared in whole staff training and within documentation that has been sent via email.

- 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 whereby the HoC and Senior Leadership member, Marianna Allen for GCSE and Daniel Mallia for A Level, will be made available, such as the need to cover lessons.
- 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.

- All staff involved will be 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.
- Our aim is for students to collect results from the centre however COVID restrictions at the time will dictate how this looks, staff, students and parents/guardians will be made aware of these arrangements closer to the time via email, School newsletter articles, Social Media and letters home.
- 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.

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. This approach includes Centre Reviews, and subsequent appeals, as necessary, 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**.
- We will keep abreast of any changes to the JCQ guidance in relation to appeals following the April consultation period.
- As a centre we recognise that any student has the right to appeal if they wish, therefore before TAGs are submitted, teachers will make students aware of the evidence they are using to assess them and this will allow students time to confirm the work is their own and explain any mitigating circumstance they believe should be taken into account.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements, lead by the Secondary Trust Exams Officer, Susan Parkhill.
- Staff will be available on Results Day for any students who want to make immediate appeals based on their results.
- The centre policy and details of which evidence was used to determine TAGs will be shared before results therefore students will understand how their grades have been determined.

- The initial review process for appeal will be where the Centre data Team, lead by Thomas Heyes, will review evidence bundles to see if TAGs match what was submitted to AO and these match the final grade that the student was awarded. If they do find an error, they will submit a revised grade to the AO.
- If a student still wishes to appeal, following this initial review, they will complete an Appeals form, which states they wish the centre to submit a formal appeal to the AO for them, at which stage the AO will check whether our centre has followed the correct processes and evidence used to form the judgement demonstrates sound academic judgement. If the AO finds the grade is not reasonable, they will determine the alternative grade and inform our centre.
- If after the two stages detailed above either the centre or student still disagrees with the centre or exam board, the case can be referred to Ofqual's Exams Procedure Review Service (EPRS), whereby the AO's decision on the grade will stand unless EPRS find there has been a procedural error.
- 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.
- Training regarding the Appeals process will be attended by our Secondary Trust Exams officer and a designated staff member from within the school, Marianna Allen.
- Learners will be appropriately guided as to the necessary stages of appeal via information booklets sent through the post.
- 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.