



George Stephenson  
High School

# Policy for Teacher Assessed Grades

## For GCSE and A-Level Qualifications

### Summer 2021

<b>Governance</b>	NA – Temporary Policy for Summer 2021
<b>Policy Officer</b>	Mr. S. Tyson - Assistant Headteacher
<b>Adopted Date</b>	April 2021
<b>Next Review Date</b>	NA – Temporary Policy

## Background

Every centre is required to create a Centre Policy for Teacher Assessed Grades covering GCSE and A-Level qualifications for summer 2021 only. This policy does not cover vocational qualifications which are covered by separate guidance from awarding bodies.

This Centre Policy must be submitted to awarding bodies by the end of April 2021. This policy is a one-off policy and is not therefore subject to regular review. This policy takes into account the guidance provided in the document: [JCQ Guidance on the Determination of Grades for A Levels and GCSEs Summer 2021](#) and has been adapted from the template policy recommended by JCQ on 26<sup>th</sup> March 2021.

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## Section 1 - Statement of intent

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

### **Statement of Intent**

The purpose of this policy is:

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

## Section 2 - 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**

#### **Head of Centre (Mr I Wilkinson)**

Our Head of Centre will:

- be responsible for approving our policy for determining teacher assessed grades.
- have overall responsibility for the school as an examinations centre and ensure that staff roles and responsibilities are clearly defined.
- confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place to ensure these align with the guidance on standards provided by JCQ and awarding organisations.
- ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

#### **Leadership Team (Mr S Tyson)**

Our Leadership Team will:

- put in place a Centre Policy (this document) for determining teacher assessed grades and share this with staff, students, parents and governors.
- Oversee the process for awarding teacher assessed grades providing direction, training and support to Curriculum Leaders and other staff.
- ensure an effective and consistent approach across departments.
- put in place means of authenticating the judgements from single teacher subjects.
- ensure that an effective internal quality assurance process is in place – using the **Internal Quality Assurance Document** (see Annex) as the basis for this.
- ensure effective communication with staff, students, parents and governors.
- put in place systems which allow the results achieved in 2021 to be compared with those from 2019, 2018 and 2017 at both a subject and whole school level, accounting for any significant differences in the distribution of grades received.

#### **Curriculum Leaders**

Our Curriculum Leaders will:

- work with the Examinations Officer to ensure that subject entries are made correctly and that any changes to entries are clearly communicated.
- ensure that the processes outlined in the Centre Policy are followed in their department.
- provide direction, training and support to staff in their department.
- ensure an effective and consistent approach within their department including making consistent judgements about student evidence in determining grades.

- 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.
- work with the Examinations officer and SENCO to ensure that students entitled to Access Arrangements receive appropriate support.
- complete the **Internal Quality Assurance Document** to include an *Assessment Record/Plan, Any necessary variations for individual students, A Moderation/Standardisation Record and The Curriculum Leader Checklist*.
- compare the results achieved in 2021 with those from 2019, 2018 and 2017 where comparable results exist, and account for any significant differences in the distribution of grades received.
- securely store and be able to retrieve sufficient assessment evidence to justify decisions. Evidence should be kept until at least October 2021.

#### **SENCO (Miss R Bennett)**

Our SENCO will:

- work with the Examinations Officer to ensure that the register of Access Arrangements is up to date.
- work with the Examinations Officer and teachers to ensure that students entitled to Access Arrangements receive appropriate support, or where this is not possible, ensure reasonable consideration is made.
- check that the grades awarded for students with SEND are fair and reasonable.

#### **Examinations Officer (Mrs J Price)**

Our Examinations Officer will:

- work with Curriculum Leaders to ensure that subject entries are correct and that any changes to entries are acted on.
- pass on any significant communication from Awarding Bodies / Joint Council for Qualifications to Curriculum Leaders and Leadership Team.
- advise Curriculum Leaders and SLT on circumstances where Special Consideration might be applied.
- work with the Data Manager on the administration of our final teacher assessed grades and for managing the post-results services.

#### **Data Manager (Mrs E Gray)**

Our Data Manager will:

- work with the Examinations officer on the administration of our final teacher assessed grades and post-results services.
- put together shared spreadsheets for collecting teacher assessed grades from teachers and Curriculum Leaders.

- put in place processes which allow the results from 2021 to be easily compared to results from previous years, specifically from 2019, 2018 and 2017, at both a subject and whole school level.

### **Teachers**

Our teachers will:

- ensure they conduct assessments, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide sufficient evidence to award a teacher assessed grades for each student they have entered for a qualification.
- ensure that the teacher assessed grade they submit is a fair, valid and reliable reflection of the assessed evidence available for each student.
- ensure that students with access arrangements receive appropriate support or reasonable consideration where this is not possible.
- 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.

### Section 3 - 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, including for Newly Qualified Teachers and teachers less familiar with formally assessing students.

#### Training

- Support and Training will be provided to all teachers involved in determining centre assessed grades. This includes a significant part allocation of CPL time during April and May amounting to over 10 hours of training time.
- Teachers will read the Centre Policy (this document) and make sure that they are awarding grades in line with the policy.
- Teachers will take part in centre-based training to help achieve consistency and fairness to all students. This includes reading the OFQUAL guidance on [Making objective judgements](#).
- 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

- There are no NQTs involved in awarding teacher assessed grades in the school this year.
- Where teachers less familiar with assessment, are involved in awarding teacher assessed grades they will either be paired with a more experienced member of the subject team, or will work alongside other teachers in a small team. Less experienced teachers will not make decisions about teacher assessed grades on their own.

## Section 4 - 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 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, produced after March 24<sup>th</sup> 2021, will be retained and made available for the purposes of external quality assurance and appeals. Evidence produced prior to March 24<sup>th</sup> 2021 may no longer be available, in which case associated records such as the mark book will be retained in its place.
- The evidence used to make judgements at a cohort level will be recorded by Curriculum Leaders in the **Assessment Record** (Section 1 of **the Internal Quality Assurance Document** which can be found in **Appendix 1**). Any variation from this for individual students will be recorded in Section 2 of the same document.
- Evidence produced prior to March 24<sup>th</sup> 2021 may include;
  - student work produced in response to assessment materials provided by awarding bodies, including past papers, practice or sample papers, or groups of questions.
  - any mock exams taken during the course. Year 11 did not take part in formal mock exams but Year 13 did mock exams in June 2020 at the end of Year 12, and in January of 2021. Both were done during periods of remote learning.
  - student work produced in centre-devised tasks. These tasks will reflect the specification, follow the same format as awarding organisation materials, and will be marked in a way that reflects awarding organisation mark schemes.
  - internal tests and assessments taken during the course.
  - non-exam assessment work (coursework), where applicable, even if this has not been fully completed.
  - substantial class or homework where necessary (including work that took place during remote learning).
- We will provide additional assessment opportunities for students after March 24<sup>th</sup> 2021. These will;
  - provide opportunities to students to show what they can do in areas of content that have been taught but not previously assessed.
  - provide opportunities to students to show improvement, or to validate or replace existing pieces of evidence.
  - support consistency of judgement between teachers or classes by giving everyone the same task to complete.

- use assessment materials provided by awarding bodies, including past papers, practice or sample papers, or groups of questions. These will cover as much of the curriculum as possible, whilst taking account of any content that hasn't been taught to the whole cohort in a subject. Assessments should normally cover all assessment objectives, and where this is not possible this will be recorded in the **Assessment Record** (Section 1 of the **Internal Quality Assurance Document**). Where a multi-part question includes a part that hasn't been taught, we may remove this part of the question.
- We will use records of a student's capability and performance over the course of study in performance-based subjects.

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 consider how recently the assessment took place with greater weighting being given to more recent assessments.
- 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.

## Section 5 - 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

- 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 Curriculum Leaders will complete an **Assessment Record** (Section 1 of **the Internal Quality Assurance Document**) for each subject cohort and will share this with their teachers. Any necessary variations for individual students will be recorded in Section 2 of the same document.

## Section 6 - 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.

### Internal quality assurance

- 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 using the guidance provided by JCQ [Worked Examples of Grading](#)
  - Applying the use of grading support and documentation provided by awarding bodies and JCQ [GCSE Grade Descriptors](#) [A Level Grade Descriptors](#)
- We will conduct internal standardisation across all grades.
- We will ensure that the **Moderation and Standardisation Record** (Section 3 of the **Internal Quality Assurance Document**) is used to record the internal standardisation process carried out for each subject, including details of meetings and discussions between teachers to agree on the teacher assessed grades awarded.
- 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 grades awarded will be reviewed by an appropriate member of staff within the centre. Where necessary we will work with staff in other schools to moderate and standardise work. This applies in the following subjects;
  - GCE A-Level Physics – Moderation will take place with another local school and be reviewed by Curriculum Leader
- We will ensure that the **Curriculum Leader Checklist** and **Curriculum Leader Declaration** (Section 4 of the **Internal Quality Assurance Document**) are completed for all subjects.
- We will ensure that the **Headteacher Declaration** is made and completed when grades are submitted to awarding bodies.

- 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.

## Section 7 - Comparison 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**

- We will compare the initial teacher assessed grades with the predictions made in January, just prior to the announcements about the replacement for summer 2021 exams. This will be done at qualification level.
- We will compare the initial 2021 teacher assessed grade profile with the grades awarded in past June series in which exams took place (2017 - 2019). We have produced spreadsheets which allow Curriculum Leaders and SLT to do this easily, using clear graphical comparisons. This will be done at qualification level.
- We will compare the initial 2021 teacher assessed grade profile with the centre assessed grades awarded in 2020. This is for interest only, and we acknowledge the limitations of using 2020 outcomes for the 2021 process.
- We will use external providers such as SMID and FFT to allow the prior attainment of the 2021 cohort to be fairly considered when making comparisons to the grades awarded in 2017-2019.
- We will consider the prior attainment of the 2021 cohort. This is higher than previous cohorts, most notably the 2019 cohort. The prior attainment of the 2021 cohort is most similar to (although still slightly higher than) the 2017 cohort.
- 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 reference the robust centre assessed grade process which our centre followed in 2020. This led to the 2020 grades being within 0.1 grades of the predictions made prior to exams being cancelled, and did not lead to significant grade inflation for our centre. We also reference the historical accuracy of predictions for our centre. For example, in 2019 we predicted an Attainment 8 score of 4.64 and achieved an Attainment 8 score of 4.64.
- Where the grade profile appears to be very different in terms of attainment for a particular subject, we will use SMID and FFT to investigate further, taking prior attainment of the cohort into account.
- Where FFT and SMID reports continue to show big differences between the 2021 grades and outcomes in 2017-2019, Curriculum Leaders will reflect on the reasons for any differences and will;
  - prepare a succinct narrative to address the reasons for these differences. This will be available for subsequent review during the external QA process.
  - or
  - carry out a review of the grades awarded so far, particularly checking the grading of work close to any boundaries that are of particular concern. The

relevant Curriculum Leader will produce a narrative to explain the process carried out and the outcome of the review.

- Where the 2021 grade profile is very different to earlier predictions for that subject, we will ask Curriculum Leaders to reflect on these differences and to include an explanation for these in any narrative.

## Section 8 - 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 deal with special consideration due to mitigating circumstances.

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

- Staff have been made aware of students with agreed access arrangements.
- Where students have agreed access arrangements or reasonable adjustments (for example extra time, 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 the assessments used in determining a student's grade, we will take account of this when making judgements. To achieve consistency in this, the Exams Officer will advise on the consideration to be taken, taking into account the criteria for special consideration which would have applied had exams taken place as outlined in [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)
- Where variations are made to take account of the impact of illness or personal circumstances on the performance of individual students in assessments Curriculum Leaders will record this in the **Assessment Record** (Section 2 of the **Internal Quality Assurance Document**).

## Section 9 - Addressing disruption/differential lost learning

This section gives details of our approach to address disruption or differential lost learning.

### Addressing Disruption/Differential Lost Learning

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Assessments should normally cover all assessment objectives, and where this is not possible this will be recorded in the **Assessment Record** (Section 1 of the **Internal Quality Assurance Document**).
- Any variation for individual students who have suffered additional differential loss of learning for reasons relating to COVID will be noted in Section 2 of the Internal Quality Assurance Document. This may mean that not all students will be assessed on the same evidence, with some students missing part or whole assessments. Where this is the case, Curriculum Leaders should consider whether this evidence needs to be replaced with different or additional evidence for these individual students.

## Section 10 - Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

### Objectivity

- Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.
- Senior and Curriculum Leaders 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.
  - dealing with unconscious bias
- To ensure objectivity, all staff involved in determining teacher assessed grades will read the OFQUAL document [Making objective judgements](#) .
- Curriculum Leaders will discuss the implications of this with their teams during dedicated CPL time. Staff 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, sibling performance 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 different perspectives come into play.
- Teachers will not take account of Benchmark Grades (target grades) or University entrance requirements such as UCAS grades in making their judgements.
- The use of awarding body assessment materials, past exam papers, unseen questions, awarding body mark schemes, awarding body grading criteria and grade boundaries, blind marking, marking across teaching groups, subject team marking, and subject team moderation will minimise bias and help to ensure objectivity.
- The SEN team and Guidance Team (pastoral team) will check that grades for key individual students look fair and reasonable.

## Section 11 - 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

- We will ensure that teachers and Curriculum Leaders maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades. The **Internal Quality Assurance Document** will be completed by the relevant Curriculum Leader for all qualifications and includes Course & teacher details, Assessment Plan/Record, Variations made for individual students, Moderation Record and Curriculum Leader checklist.
- 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 secure shared spreadsheets for recording teacher assessed grades at various points in the process, allowing them to be easily compared with previous years.
- 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 manner so that it can be readily shared with our awarding organisations.

## Section 12 - 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.

### **Authenticating evidence**

- 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, or at home.
- For evidence produced within the centre these mechanisms include;
  - Standardisation within subjects of any guidance or direction given to students in advance of the assessments taking place.
  - Evidence being produced under high levels of control. This includes evidence being produced in a calm and well-ordered environment with students usually working in silence whilst assessments take place.
  - Students being asked to turn off their mobile phones whilst assessments take place.
  - Seating plans being kept so that should doubts about the authenticity of a student's work arise, these can be investigated further.
  - Asking students to re-take an assessment where the work cannot reasonably be authenticated as their own.
  - Discounting evidence which cannot reasonably be authenticated as their own.
  - Investigating any reports of 'whistle-blowing' from fellow students.
- For evidence produced outside the centre these mechanisms include;
  - Clear communication with external tutors regarding the conditions under which evidence should be produced. This affects only two students in our school.
  - Clear communication with parents or carers regarding the conditions under which evidence should be produced at home, for the small number of assessments being taken in this way. Parents or carers will be asked to make a written statement that the work is the candidates own and that no undue help or support was provided.
- We understand 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.

## Section 13 - Confidentiality, malpractice and conflicts of interest

### Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

#### **A. Confidentiality**

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades prior to results days.
- 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 and carers.

### Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

#### **B. Malpractice**

- Our general centre policies regarding 'Malpractice and 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 or 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.

#### C. Conflicts of Interest

- 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. This is usual practice and has already taken place. As a result, we can state that **there are no such conflicts of interest affecting candidates in our centre for the summer 2021 series.**
- If conflicts of interest do arise our Exams Officer and 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 later in the process, such as during reviews and appeals.

## Section 14 - Private candidates

We do not have any private candidates entered at our centre for Summer 2021.

## Section 15 - 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.

### External Quality Assurance

- 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.

## Section 16 - 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

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week, A-Level results on August 10<sup>th</sup> and GCSE results on August 12<sup>th</sup>.
- 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.

## Section 17 - 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

- 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 the appeals process in compliance with the requirements from JCQ.
- All necessary staff will be briefed on the process for, and timing of, such appeals, and will be available to ensure their prompt and efficient handling.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend. The window for submitting priority appeals is 10<sup>th</sup> to 23<sup>rd</sup> August 2021. The window for submitting non-priority appeals is 10<sup>th</sup> August to 17<sup>th</sup> September 2021.
- 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 and carers.

## Section 18 – Arrangements for Year 13 Students in relation to Joint Sixth Form with Longbenton High School

Our centre operates a joint Sixth Form with Longbenton High School. This means that some students are taught at Longbenton High School for some of their subjects, although their exam entries are made through George Stephenson High School. This section of our Centre Policy outlines our approach to these students which has been jointly agreed by the two schools.

### Specific Arrangements for Year 13 Students in Relation to Joint Sixth Form

- Year 13 students from George Stephenson High School are taught at Longbenton High School for the following A-Level subjects.
  - Biology (2 students)
  - Geography (1 student)
  - Further Maths (1 student)
  - Photography (3 students)

For these subjects, these students will be subject to the Centre Policy of Longbenton High School (the school at which they are taught).

- Year 13 students from Longbenton High School are taught at George Stephenson High School for the following A-Level subjects.
  - English Literature (3 students)
  - Psychology (4 students)
  - Sociology (5 students)

For these subjects, these students will be subject to the Centre Policy of George Stephenson High School (the school at which they are taught).

- In the small number of subjects where teaching of a Year 13 subject is shared between schools (French, Spanish, Philosophy, English Language), students will be subject to the policy of the school where the majority of students are based, unless an alternative arrangement agreed across both schools is made. Where the teaching of subjects is shared between the two schools, teachers have liaised to agree which content will be assessed, the format of assessments, and moderation and standardisation arrangements. Final decisions on grading will be made collaboratively involving the teachers from both schools.
- Although there is a good deal of commonality between the policies of the two centres, there are differences in the details due to the different context and staffing structures of the two schools.
- Where students are taught solely at the other centre, copies of all evidence along with any assessment records and records of moderation/standardisation etc will also be held by the home school for that student.

## Annex to Centre Policy

### George Stephenson High School - Internal Quality Assurance Document

Most of the internal Quality Assurance and standardisation will be carried out at a subject level through department meetings. Towards the end of the process we will look at the grade profile for each subject and compare this with recent years. Internal QA and standardisation could include; setting common assessments, using past papers and mark schemes, using previous grade boundaries, using exam board assessment materials, using exam board grading guidance, using internal expertise (qualified markers for example), blind marking, distributed marking, moderation meetings, sampling marking from each teacher, ranking students across an assessment, etc.

Our internal QA processes are important for three reasons;

- 1) To get approval from exam boards. The internal QA process of all schools will have to be submitted to exam boards by the end of April for approval. This will be submitted via a Centre Policy Document and Centre Policy Summary.
- 2) To provide evidence for external QA. Once grades are submitted on June 18<sup>th</sup>, exam boards will carry out more detailed QA checks on a sample of centres. Some centres will be selected randomly, others based on risk. The only risk factor that applies to us would be if our grades were significantly different to recent years, particularly 2019. The most recent data collection for Year 11 in January suggested that CWA P8 was -0.46 and predicted P8 was +0.14, so if grades were in this range there would not be a problem. Last year our centre assessed grades were accurate and reflected your professionalism and integrity. This year's Year 11 cohort are very slightly stronger than last year's cohort based on their FFT Attainment 8 estimates, and considerably stronger than the 2019 cohort. FFT50 & FFT20 A8 Estimates for last 3 years: 2021 5.0 & 5.4, 2020 4.9 & 5.3, 2019 4.7 & 5.0.
- 3) To provide evidence in case of Appeal.

**Please provide as much initial information as possible and update this document regularly and save into G:\Monitoring & Evaluation\Subject\Year 11 IQA (and Year 13 IQA if you teach 6<sup>th</sup> form).**

**Course Details**

Subject:	Exam Board:	Number of Students:
Approximate percentage of course content taught:		
Approximate percentage of course content covered by assessments:		

**Teacher Details**

<b>Member of Department</b>	<b>Years Teaching Subject (1-3 years, 4-9 years, 10 Years +)</b>	<b>Exam Marking Experience / CPD with exam boards / Other relevant experience</b>

How are you using any exam expertise in your department?

If you have staff with little experience how are they supported?

Up to Easter what range of evidence have you used to determine currently working at grades?

What communication have you had around assessment with exam boards, LA subject network meetings etc.?

What communication have you had with your department so far around assessment? **Please keep ongoing records of these her**

**Section 1 - Assessment Plan/Record**

Every centre must produce an Assessment Record for each subject cohort, that includes the sources of the assessment evidence being used and the rationale for the choice of evidence, 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 must also be recorded.

Please outline your assessment plan/record below

<b>Assessment</b>	<b>Date of assessment (Week beginning is fine)</b>	<b>Assessment Objectives Covered</b>	<b>Assessment Materials e.g. Past Paper, Past Paper Questions, In-house, GCSEPod, Unit Assessment What is the rationale for selection of this assessment?  Note: Assessment 1 should include details but for subsequent assessments just provide draft outlines for now</b>	<b>Level of Control (H,M,L)</b>
1				
2				
3				
<b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b>				

**Section 2 - Variations to Assessment Record for Individual Students**

To be completed by the Curriculum Leader for each student where a variation from the Assessment Record has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Candidate name: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Centre name: \_\_\_\_\_

Centre Number: \_\_\_\_\_

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: \_\_\_\_\_

Subject Code: \_\_\_\_\_

<b>Section 1: COVID Related Disruption – Learner Context</b>	<b>Y/N/NA</b>
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<p><b>If 'yes' please provide details of how the disadvantage has been considered</b> (including <i>the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.</i>)</p>	

**Contd.**

<b>Section 2: Access Arrangements/Reasonable Adjustments</b>	<b>Y/N/NA</b>
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
<p><b>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</b></p>	

<b>Section 3: Mitigating circumstances (Special Consideration)</b>	<b>Y/N/NA</b>
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
<p><b>Reason for mitigating circumstances:</b></p>	

**Section 3 - Moderation & Standardisation Plan/Record**

Please outline your standardisation process below

<b>Assessment</b>	<b>Departmental Standardisation Process</b>	<b>Actions Taken to Minimise Bias (e.g. Blind Marking – Numbered assessments without names distributed across the department, Unseen papers, Newly Created Questions)</b>	<b>Date annotated examples uploaded to G drive</b>
1			
2			
3			

**Following standardisation please annotate three examples of each assessment (approximately a ‘grade’ 4,5 and 8 as a guide) explaining for how this will inform the grade awarded. Please take a photo and save to to G:\Monitoring & Evaluation\Year 11 IQA (and Year 13 IQA if you teach 6<sup>th</sup> form)**

In preparation for your QA Link Meeting please prepare the following:

How do results compare with the CWA and Predicted Grades from the most recent data collection (Jan Y11, March Y13)?

#### Section 4 - Curriculum Leader Checklist / Declaration

Curriculum Leaders must complete the following checklist/declaration before submitting subject outcomes for internal standardisation

<b>Declaration</b>	<b>Y/N</b>
1. Students' grades have been determined using only the evidence detailed in the subject's Assessment Record, including any variations for individual students.	
2. Where applicable, the students were given their approved access arrangements whilst producing the evidence contributing to the final grade and the access arrangements have been documented in the Assessment Record.	
3. Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was taken into account in determining candidates' grades according to the document <i>JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021</i> , and this has been documented in the Assessment Record.	
4. The evidence has been authenticated as the candidates' own work.	
5. Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved schools or is dual registered).	
6. The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. Significant deviations are explained below.	
7. At departmental level, we have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidate, where appropriate, by all teachers.	
8. At departmental level, the teaching team have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments).	

