

# Bishop Wordsworth's Centre Policy

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FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

## 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 that historical centre-data are considered in determining teacher assessed grades.*
- *To support a high standard of internal quality assurance in determining teacher assessed grades.*
- *To support our school in meeting its obligations in relation to equality legislation.*
- *To ensure our school 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 there is a clear process for communicating to candidates and their parents/carers how grades will be determined, in order to give confidence.*

## Roles and responsibilities

This section of our Centre Policy outlines the personnel in our school who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

### **Head of Centre**

*Our Head, Stuart Smallwood:*

- *will be responsible for approving our policy for determining teacher assessed grades.*
- *has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *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.*
- *will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

### **Leadership Team and Heads of Department**

*Our Leadership Team and Heads of Departments will:*

- *provide training and support to our other staff.*
- *support the Head 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 and SENDCo**

*Our teachers and SENDCo will:*

- *ensure they conduct assessments under our school'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 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 school 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.*
- *Where necessary 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 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.*
- *Departments will use a range of evidence that will include some or all of the following:*
  - *assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
  - *non-exam assessment work, even if this has not been fully completed.*
  - *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.*
  - *substantial class or homework (including work that took place during remote learning).*
  - *Yr11 Prelim exams for assessing GCSE grades*
  - *records of a student's capability and performance in music and PE.*
- *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 in school.*
- *We will consider the specification and assessment objective coverage of the assessments.*
- *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 determine 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 produce an Assessment Record for each subject cohort and will share this with their Head of Department. This record will show how the evidence was used to arrive at a fair and objective grade, which is free from bias. Any necessary variations for individual students will also be shared.*

## Internal quality assurance

This section 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.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *We will ensure that all Departments carry 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:*
  - *Marking evidence*
  - *Arriving at teacher assessed grades by using grading support and documentation*
  - *Reaching a holistic grading decision*
- *We will ensure that grades are awarded without bias of any sort.*
- *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 amend individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, their line manager (or a member of the Leadership Team) will help with their standardisation process.*
- *In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation*

## Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

- *During our internal quality assurance process, we will compare the 2021 grade distributions with the data on grades awarded to our students in past June series in which exams took place (i.e. 2017 - 2019) taking into account:*
  - *the size of our cohort from year to year.*
  - *the stability of our school's overall grade outcomes from year to year.*
  - *the subject and centre level variation in these outcomes.*
- *This historical data will conform to the Ofqual guidance when converting legacy GCSE (A\*-G) into Grades 9 to 1.*
- *Where there is a significant divergence from the qualifications-levels profiles attained in previous examined years, we will provide reasons for this divergence.*

## 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.

- *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.*
- *If an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and obtain alternative evidence.*
- *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, or provide alternative assessment opportunities.*
- *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, all teachers will have read and understood the document: <https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf>*

## Addressing disruption/differential 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.

- *Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.*
- *As part of the training provided, all staff involved in the process will be made aware of and how to avoid:*
  - *sources of unfairness and bias, including unconscious bias;*
  - *bias when marking and in assessing grades.*
  - *the possible influence of candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *Our internal standardisation process will consider the extent to which bias may have affected the determination of grades.*

## 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.*
- *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).*

## 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.

- *Students will be required to make a declaration concerning the authenticity of work produced for an NEA where relevant, or if that work was completed at home. This will indicate what, if any, additional support the student received. Teachers will review this information when considering whether to accept or reject the work.*
- *Where student work cannot be satisfactorily authenticated by the teacher, alternative evidence will be obtained of a similar level to the original task.*
- *Where work used to determine grades is completed in school, these will be done under controlled conditions that ensure authenticity.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

## Confidentiality, malpractice and conflicts of interest

### Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our school 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.*
- *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.*

### 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.

- *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 will be made aware of, and will receive training in, 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;*
- *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, will be 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.

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

## Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

- *Where possible and practicable, our arrangements for assessing Private Candidates will follow similar approaches as used for internal candidates.*
- *Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** will be followed and any divergences from our approach for internal candidates will be recorded on the appropriate class/student documentation.*
- *In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates will be excluded from our analysis.*

## External Quality Assurance

This section 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.

- *All staff involved will be made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All student evidence used to determine grades and all records of decision-making in relation to determining these grades will be properly kept and will be made available for review as required.*
- *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, this will be clearly recorded on the appropriate documentation.*



- *We will respond fully and promptly to any additional requirements or reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff will be made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

## 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.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians will be made aware of arrangements for results days.*

## Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

- *All staff involved will be made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Leaners will be appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*