



ST BENEDICT'S SCHOOL  
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**Centre Policy for A level and GCSE 2021**

**Authorised by: SET**

**Date: 21 April 2021**

Signature: Andrew Johnson

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## **St Benedict's School Centre Policy for determining teacher assessed grades – summer 2021**

### **Statement of Intent**

This section provides details of the purpose of this policy document.

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 staff to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure that appropriate decisions are made in respect of teacher assessed grades, including the consideration of historical centre data as part of the process
- 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 how they will be assessed is clear, in order to give confidence.

### **Roles and Responsibilities**

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

#### *Head of Centre*

- Our Head of Centre is the Headmaster, Mr Andrew Johnson. He will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for St Benedict's as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the appropriate academic judgements, and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

#### *The Deputy Head (Academic)*

The Deputy Head (Academic) will:

- Provide training and support to relevant 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 that an appropriate process is in place for authenticating outcomes where there is a single teacher for a subject.

- Be responsible for ensuring the relevant staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Ensure that all staff make consistent judgements about student evidence in deriving a grade.
- Ensure that all assessments are conducted under controlled conditions, with reference to guidance provided by the Joint Council for Qualifications.
- Ensure the relevant staff 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.

### *Heads of Departments / Lead Teachers*

Heads of Departments / Lead Teachers will:

- Provide training and support as appropriate to departmental staff
- Ensure they devise assessments, to be taken by candidates under controlled conditions, which provide sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, for the award of teacher assessed grades for each student they have entered for a qualification.
- Ensure that the teacher assessed grade assigned to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- 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.
- Be responsible for the collation, marking and moderating of Non Examination Assessment (NEA) material where this forms part of the evidence for the award of grades
- Produce an Assessment Record for each subject cohort which, 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.

### *Examinations Officer*

Our Examinations Officer and Assistant Examinations Officer will:

- Be responsible for the administration of the three sets of assessments for A level and GCSE candidates to be held in controlled conditions during week commencing 22nd March, week commencing 4th May and week commencing 24th May.
- Be responsible for ensuring appropriate access arrangements are available to candidates as required
- Be responsible for ensuring appropriate Covid related disadvantage (for example, having to self isolate), special consideration, agreed by the Head of Centre, has been applied to candidates who have been affected
- Be responsible for the secure storage of marked and moderated assessment scripts, and NEA work, which are the principal sources of evidence for the award of grades
- Be responsible for the administration of final teacher assessed grades
- Be responsible for the issue of results to candidates during week commencing 9th August
- Be responsible for managing the appeals process following the issue of results

## **Training**

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

- Staff involved in marking assessments and determining grades in our centre will receive training before undertaking their marking. All relevant staff will receive training to ensure the avoidance of unconscious bias when marking and moderating assessments.
- Our approach to ensuring consistency and fairness for all candidates includes providing appropriate training before assessments are marked, (provision of mark schemes and marked exemplars) and ensuring that appropriate moderation of marking takes place
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

## **Support for Newly Qualified Teachers and teachers less familiar with assessment**

This section provides details of our approach to training, support and guidance for any newly qualified teachers or teachers less familiar with assessment

- If required, 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 if we deem this necessary.

## **Use of evidence**

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

- Staff 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.
- The principal source of evidence for the award of grades will be three sets of assessments to be conducted in March and May. This approach supports consistency of judgement between teachers or classes by giving all candidates in each subject cohort the same assessments to complete, at the same time. We will not set questions in these assessments based on elements of the specification which have not been taught.
- These assessments may include materials provided by our awarding organisation(s). They may include groups of questions, past papers or similar materials such as practice or sample papers. Where necessary, they will be suitably adapted to avoid any element of the specification which has not been taught. They may also include centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes
- We will also use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We may also use evidence from the assessments taken under controlled conditions in September 2020 (for A level candidates) and November 2020 (for GCSE candidates), or indeed evidence produced at other times. We may use this evidence, for example, if a

candidate is not able to take one or more of the three sets of assessments to be conducted in March and May, due to Covid related disruption, or other mitigating circumstances.

- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will place greatest weight upon the three sets of assessments held under controlled conditions in March and May. Here, there is a high level of control and the work is assessed towards the end of the course, when candidates have the best opportunity to demonstrate the standard they have attained.
- We will ensure that we are able to authenticate the work as the student's own, especially any Non Examination Assessment material where that work was not completed within the school or college.
- We will not use student work that has been completed more than once, or drafted and redrafted, unless there is a particular skill being assessed.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.
- The three sets of assessments held under controlled conditions in March and May will cover an appropriate proportion of the relevant specification.

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

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

- Our staff 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 as demonstrated in the sources of evidence set out above.
- Our staff will use the sources of evidence set out above to arrive at a fair and objective grade, which is free from bias.
- Heads of Department will produce an Assessment Record for each subject cohort.

### **Head of Centre Internal Quality Assurance and Declaration**

#### **Internal quality assurance**

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

- We will ensure that all staff involved in producing teacher assessed grades read and understand this Centre Policy document.
- Given that the primary sources of evidence are the three rounds of assessments conducted under controlled conditions, the standardisation process will involve departmental moderation of marking.
- As previously stated, we will provide all relevant staff with training and support to ensure they take a consistent approach to:
  - applying the mark schemes when marking assessments
  - arriving at teacher assessed grades
- We will conduct internal standardisation across all grades.

- We will ensure that the Assessment Record will form the basis of internal standardisation and of the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, we will ensure the marking of assessments and grading decisions are peer reviewed by a suitably qualified external person. The output of this activity will also be reviewed by the Deputy Head (Academic).
- In respect of equality legislation, we will ensure that, for each subject, the same standards are applied to all our candidates.

### **Comparison of Teacher Assessed Grades to results for previous cohorts**

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

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

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

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.  
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 will use 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.
- We will 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 relevant staff have read and understood the document: JCQ – A guide to the special consideration process, with effect from 1 September 2020.

## **Addressing Disruption/Differentiated Lost Learning (DLL)**

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teacher assessed grades will be determined based only on evidence of the content that has been taught and assessed for each student.
- The principal sources of evidence will be the three sets of assessments taken under controlled conditions in March and May. Should a student miss one of these assessments, we will use their remaining two assessments, and draw upon other available evidence of her/ his performance, including the internal examinations taken under controlled conditions in September 2020 (A level candidates) or November 2020 (GCSE candidates)

## **Objectivity**

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

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 will be decided purely on the basis of the evidence of performance. The principal evidence will be in the form of the three sets of assessments conducted under controlled conditions and marked in a uniform way, using exam board mark schemes.
- Staff will not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.
- Our internal moderation and standardisation process will help to ensure consistent application of the mark schemes for all assessments for all candidates.

## **Recording Decisions and Retention of Evidence and Data**

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

- We will ensure that the relevant staff 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 appropriate evidence is maintained of performance in the three assessments, in Non Examination Assessment (NEA) where this is used to determine a candidate's grade, and in records of student performances in performance-based subjects. This evidence will give a record of candidates' 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.

- The most significant source of evidence for the award of grades will be the three sets of assessments conducted in March and May. These will be timed tests held in school under controlled conditions. This approach gives a high level of confidence that the work used to inform the award of grades is the student's own.
- Where other evidence is used, such as Non Examination Assessment (NEA) material, and records of a student's capability and performance in performance based subjects, we will have in place the measures usually used to ensure the work is the student's own.
- 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.

## **Confidentiality, malpractice and conflicts of interest**

### *A. Confidentiality*

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

- All staff involved will be made aware of the need to maintain the confidentiality of teacher assessed grades.
- The school has shared details of the range of evidence on which students' grades will be based, but the staff are aware that details of the final grades must remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, will be shared with parents.

### *B. Malpractice*

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- This policy has been prepared in order to address the specific challenges of awarding examination grades in Summer 2021.
- All staff involved have been made aware of this policy, and have received training 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 authenticate appropriately 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.

### C. *Conflicts of Interest*

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

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest, such as relationships with students, to the Head of Centre for further consideration.
- The 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.
- No member of staff will be involved in the marking of assessments, the awarding of grades or handling any subsequent appeal for a student where there is a conflict of interest

### **Private Candidates**

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

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are very similar to the approaches utilised for internal candidates. Private candidates will undertake a minimum of two sets of assessments in school under controlled conditions.
- Where it has been necessary to utilise different approaches, the JCQ Guidance on Private Candidates has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate 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 have been excluded from our analysis.

### **External Quality Assurance**

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved 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 will be properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades will be retained and can be made available for review as required.

- In the unlikely event that student evidence used to decide teacher assessed grades is not available, this will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

## **Results**

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

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, 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 will be made aware of arrangements for results days.

## **Appeals**

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Candidates 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