

Centre Policy – Reigate School

GCSES FOR SUMMER 2021



Reigate School Policy for determining teacher assessed grades
– summer 2021:
Reigate School

Statement of Intent

This section outlines the purpose of this document in relation to Reigate School

Statement of Intent
<p><i>The purpose of this policy is:</i></p> <ul style="list-style-type: none"><i>To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.</i><i>To ensure the operation of effective processes with clear guidelines and support for staff.</i><i>To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</i><i>To support teachers to take evidence-based decisions in line with Joint Council for Qualifications (JCQ) guidance.</i><i>To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of teacher assessed grades.</i><i>To support a high standard of internal quality assurance in the allocation of teacher assessed grades.</i><i>To support Reigate School in meeting its obligations in relation to equality legislation.</i><i>To ensure Reigate School meets all requirements set out by the Department for Education, The Office of Qualifications and Examinations Regulation (Ofqual), the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.</i><i>To ensure the process for communicating to students and their parents/carers how they will be assessed is clear in order to give confidence.</i>

Roles and Responsibilities

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

Roles and Responsibilities

Head of Centre

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

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *Provide training and support to other staff.*
- *Support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *Ensure an effective approach within and across departments and authenticate 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 JCQ.*
- *Ensure teachers have the information required to make accurate and fair judgments.*
- *Ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- *Ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the JCQ, 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 a 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*
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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, Mrs A Grew will:

- *Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
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Training, Support and Guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

- *Heads of Department will meet individually and collectively with Deputy Headteacher, Mr C Baston, to determine how grades will be calculated.*
- *To ensure consistency, grades will be calculated using controlled assessments and assessments that have taken place under exam conditions.*
- *Heads of Department will ensure all staff required to mark controlled assessments or assessments are provided with effective training.*
- *Moderation of assessed work will take place to ensure consistency of marking within departments.*
- *Where available trained examiners will disseminate marking procedures through departments.*
- *Departments will be provided with a clear framework of how to calculate grades based on consistently marked assessments.*
- *Teachers will engage fully with all training and support that has been provided by the JCQ and the awarding organisations.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

- *All assessments will be marked collectively within departments and where less experienced staff are required to mark assessments training will be put in place prior to marking.*
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Use Of Appropriate Evidence

This section of our Centre Policy indicates how Reigate School will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. 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 student evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using assessments completed under exam conditions with the majority of assessments taking place in the gyms.*
- *Controlled assessments and November mock exams will be used alongside assessments completed in two new assessment weeks taking place in April and May.*
- *Assessment materials will be prepared using past exam questions.*
- *Where possible teachers will be prevented from seeing assessment material prior to the April and May assessments.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *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.*

April and May assessment weeks

Over the course of the two weeks, high control assessments will take place:

- *A total of 11 days of additional assessments will take place under exam conditions in the gyms.*
- *The conditions for the assessments will follow standard GCSE exam procedures.*

The assessments are designed to:

- *Provide robust evidence to inform teacher judgements.*
- *Give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *Give students an opportunity to show improvement.*
- *Support consistency of judgement between teachers or classes by giving everyone the same task to complete.*

As part of the assessment weeks:

- *All students will be provided with a topic list for all subjects.*
 - *Topic lists will be distributed to all students and parents/carers at the same time to ensure consistency.*
 - *Where possible teachers will not have access to the exam papers prior to the assessments.*
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We will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- The majority of evidence used to form judgments will be completed under high control. Where evidence is completed in lower control conditions this may reduce the weighting given to that evidence.*
 - Where possible the weighting given to different elements of evidence will reflect the usual exam board specification and procedures.*
 - 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.*
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Determining Teacher Assessed Grades

Awarding teacher assessed grades based on evidence

We give details here of Reigate School's approach to awarding teacher assessed grades.

- *Our process of assigning teacher assessed grades begins with ensuring that assessed work is completed in consistent conditions, marked accurately, with appropriate levels of moderation.*
 - *Once marked, each assessed piece of work will be given an appropriate weighting and combined with other evidence for the course.*
 - *The combined score will then be used to place students in a rank.*
 - *JCQ grade descriptors will be used alongside historical grade boundaries to appropriately assign grades.*
 - *Class teachers will work with Heads of Department to identify individual cases that require additional consideration.*
 - *Heads of Department will also look at raw scores from assessments to identify if expected grades for the whole cohort were likely to vary from previous year. This is particularly relevant for smaller subject cohorts with increased confidence intervals.*
 - *Where cohort performance is expected to be different from historical averages this will be noted and factored into the subject cohort grades.*
 - *Heads of Department will record how evidence was used to arrive at a fair and objective grade that is free from bias.*
 - *Heads of Department will produce an Assessment Record for each subject cohort. Any necessary variations for individual students will also be shared.*
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Internal Quality Assurance

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

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

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
 - In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.*
 - We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to marking assessments.*
 - 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, then the output of this activity will be reviewed by Mr C Baston.*
 - 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.*
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Comparison Of Teacher Assessed Grades To Results For Previous Cohorts

Comparison of Teacher Assessed Grades to results for previous cohorts

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

- *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 the cohort for each subject 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. In the event of significant divergence from the qualification-levels profiles attained in previous examined years, the narrative will address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *Where the proportion of grades differ significantly from previous years this will be challenged in meetings with Mr C Baston, Mr M Alexander and Heads of Department. Heads of Department will need to justify the changes or make appropriate adjustments.*

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

- *The average prior attainment of Reigate School students has remained relatively consistent within recent years.*
 - *Due to the introduction of scaled scoring at KS2 there are additional challenges when comparing the prior attainment of smaller groups of students.*
 - *Although the overall cohort of students remains relatively consistent there are variations within subject areas, particularly where subjects are optional.*
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Access Arrangements and Special Considerations

Reasonable adjustments and mitigating circumstances (special consideration)

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

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
 - *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence will be obtained.*
 - *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
 - *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
 - *To ensure consistency in the application of Special Considerations, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*
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Addressing Disruption/Differential Lost Learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- *Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*
 - *Where a student has had significantly more disruption to their learning (due to Covid-19 isolation) compared to their peers we will take this into consideration when calculating their grades.*
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Objectivity

Objectivity

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

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

Senior Leaders, Heads of Department and the Centre will consider:

- *sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker preconceptions);*
- *how to minimise bias in questions and marking and hidden forms of bias); and*
- *bias in teacher assessed grades.*

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- *unconscious bias can skew judgements;*
 - *the evidence presented should be valued for its own merit as an indication of performance and attainment;*
 - *teacher assessed grades should not be influenced by a candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
 - *Where possible the evidence used to form judgements will be marked and moderated collectively within departments.*
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Recording Decisions And Retention Of Evidence And Data

C. Recording Decisions and Retention of Evidence and Data

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

- *We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
 - *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
 - *We will 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).*
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Authenticating Evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
 - *Assessments will take place under exam conditions following conventional exam procedures.*
 - *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.*
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Confidentiality, Malpractice And Conflicts Of Interest

Confidentiality

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 have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All students and parents/carers will be provided with a summary of the evidence used to form final judgements.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/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

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

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
 - *All staff involved have been made aware of these policies, and have received training as necessary.*
 - *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*
 - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
 - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
 - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages;*
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- *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

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 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.*
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External Quality Assurance

A. External Quality Assurance

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

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
 - *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
 - *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
 - *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
 - *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
 - *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
 - *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*
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Results

A. Results

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

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021.*
 - *Arrangements will be made to ensure the necessary staffing, including the Examinations Officer 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/carers have been made aware of arrangements for results days.*
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Appeals

A. Appeals

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

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