



Awarding Teacher Assessed Grades Policy 2021

Version control v13 25/06/21

Contents

Part 1 – Introduction.....	4
Introduction.....	4
Standards in 2021 and information the school needs to provide.....	4
Statement of intent and purpose of this policy	5
Roles and responsibilities.....	5
Training, support and guidance	7
Part 2 – Determining teacher assessed grades.....	8
Sources of evidence.....	8
Types of evidence.....	8
Evaluating sources of evidence	8
The use of additional assessment materials.....	9
Exemptions in the 2021 summer series.....	10
Portfolios of evidence (evidence baskets).....	10
Authenticating evidence.....	10
Awarding teacher assessed grades.....	11
Avoidance of doubt.....	11
Part 3 - Standardisation and quality assurance.....	12
Internal standardisation and quality assurance at subject level	12
Internal quality assurance at centre level	12
External quality assurance.....	13
Part 4 - Reasonable adjustment.....	15
Access arrangements	15
Special consideration.....	15
Addressing disruption/differential loss of learning (DLL).....	16
Part 5 – Maintaining objectivity and managing bias.....	17
Part 6 – Recording decisions and retention of evidence and data.....	18
The Assessment Record	18
Cyber security and ransomware.....	19
Part 7 – Confidentiality, malpractice and conflicts of interest	20
Confidentiality and compliance with the DPA 2018 and UK GDPR.....	20

Malpractice	20
Conflicts of interest.....	22
Part 8 – Private candidates.....	23
Part 9 - Signing-off examination grades in 2021	24
Department sign-off.....	24
Head of Department checklist / declaration	24
Sign-off and declaration by the Head of Centre.....	24
Submitting data.....	24
Part 10 - Results.....	25
Part 11 - Appeals.....	26
Centre reviews and appeals to awarding organisations.....	26
Stages of appeal.....	27
Grounds for appeal	27
Part 12 - Summary and disclaimer.....	29
Appendix 1	30
Head of Department checklist and declaration	30
Appendix 2.....	31
The Assessment Record.....	31
Appendix 3.....	35
Additional assessment materials	35
Appendix 4.....	38
Objectivity in grading and ranking.....	38
Appendix 5.....	40
Head of Centre declaration	40
Appendix 6.....	41
Summary of the appeals process.....	41
Appendix 7.....	42
References.....	42
Awarding organisations.....	43

Part I – Introduction

Introduction

Since March 2020, our pupils' education has been disrupted by the closure of the College as a consequence of the Coronavirus (Covid-19) pandemic.

On 4 January 2021, the Prime Minister announced, in the context of new national restrictions, that exams in summer 2021 could not go ahead as planned. On 13 January, the Secretary of State asked the exams regulator (Ofqual) to jointly consult on alternative arrangements to award grades. The consultation ran between 15 and 29 January and received over 100,000 responses. The outcomes of that consultation have led to guidance from Ofqual on how grades will be awarded this year.

In summer 2021, exam boards will ask the College to generate, for each subject, teacher assessed grades for our pupils. These grades should be based on a range of evidence completed as part of the course of study, including evidence produced in the coming months, which demonstrates the pupil's performance on the subject content they have been taught.

This document provides information for staff, pupils and parents about how the College will generate these grades and the evidence that should be considered to underwrite them.

The grades submitted to the exam boards must reflect a fair, reasonable and carefully considered judgement of the pupil's performance across a range of evidence, on the curriculum content that they have been taught.

The College is required to put in place internal quality assurance processes, including internal standardisation of marking and grading judgements. These processes will be checked by the exam boards. The exam boards will also check a sample of the evidence used to support teacher grades. The Headmaster will be required to confirm, when grades are submitted, that the exam board requirements have been met.

Standards in 2021 and information the school needs to provide

For every subject, the exam boards will require the College to submit a grade for each pupil, based on an assessment of the standard at which they are performing. Note that this differs from the way in which grades were awarded in 2020 when schools were expected to *predict* how a candidate would have performed had they sat their summer exams. The school is required to base judgement on the candidates **demonstrated achievement only**. We are not permitted to speculate on whether the pupil could have achieved better had there been no pandemic or no disruption to teaching and learning.

Exam boards will provide further advice and guidance to exemplify the standard of work, including additional grade descriptors to supplement those previously published by Ofqual, as well as exemplar materials for teachers to use.

The College will consider the standard at which each pupil has performed over the course of study. This judgement will be based on the evidence of a pupil's performance on the subject content which they have been taught, whether in the classroom or via remote learning. The evidence could include work which has already been completed during the course as well as that which will be completed in the weeks and months to come.

In coming to this judgement, the College will seek to make it no easier or harder for a pupil to achieve a particular grade this year compared to previous years, while bearing in mind that pupils in 2021 might not have been taught all the content and so might not demonstrate such a broad range of knowledge, skills and understanding.

As part of the school's overall quality assurance, we will consider the grades for this year's cohort compared to cohorts from previous years when exams have taken place. This historical data can provide a useful guide to the expected profile of results and enables us to check that we have not been overly harsh or lenient in assessing the 2021 cohort compared to previous years.

Statement of intent and purpose of this policy

Heads of Centre are required to emphasise the need for judgements to be objective and fair. The grades submitted to the awarding bodies must reflect a reasonable and carefully considered judgement of the pupil's performance across a range of evidence, on the curriculum content that they have been taught.

This policy serves to inform staff and other stakeholders of the school's approach to underwrite this requirement.

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 the Joint Council for Qualifications (JCQ) 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, JCQ and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/guardians how they will be assessed is clear, in order to give confidence.

Roles and responsibilities

The Head of Centre is the Headmaster. The Head of Centre will:

- Be responsible for approving our policy for determining teacher assessed grades.
- Have overall responsibility for the College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.

- Ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

The Headmaster will delegate the administration of awarding teacher assessed grades to the Deputy Head (Academic) who will work with Heads of Departments to:

- 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 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 pupil evidence in deriving a grade.
- Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by 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.

Subject specialist teachers, including teachers of learning enrichment and the Head of Learning Enrichment (SENCo), are those best placed to make evidence-informed decisions of a pupil's performance when arriving at final grades. Under the direction of their Head of Department they will:

- Ensure assessments are conducted under the College's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from JCQ, to provide teacher assessed grades for each pupil they have entered for a qualification.
- Ensure that the teacher assessed grade they assign to each pupil is a fair, valid and reliable reflection of the assessed evidence available for each pupil.
- Make judgements based on what each pupil 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 pupils will also be recorded.
- Securely store and be able to retrieve sufficient evidence to justify their decisions.

The Examinations Officer is the primary liaison between the College and the awarding organisations. The Examinations Officer will:

- Work with Heads of Departments to ensure that candidates are entered for their summer 2021 examinations.
- Provide updates to Heads of Departments and other stakeholders on any updates to regulations or requirements as they are received from Ofqual, JCQ or the awarding organisations.
- Provide support in the administration of final teacher assessed grades and for managing the post-results services.

Training, support and guidance

All staff involved in the awarding of teacher assessed grades for the summer session 2021 will be expected to have read and understood the content of this Centre Policy. The policy will also be made available to all stakeholders, including pupils and their families.

High-level training regarding the implementation of this policy will be undertaken on a centre-wide level by the Deputy Head (Academic). This will include:

- Explanation of the College's approach to awarding teacher assessed grades in summer 2021 in accordance with this policy and the JCQ guidance.
- Providing training or support to Heads of Department and other staff on how to assess pupils' work so that consistent, holistic and objective evidence-based assessments are made.
- Providing support to Heads of Department and other teachers on the selection or suitability of the evidence used to generate their teacher assessed grades.
- Offering guidance on how internal standardisation and quality assurance should be undertaken to ensure consistency and objectivity.

Teachers involved in determining grades will be provided with further centre-based training by the Head of Department to help achieve consistency and fairness to all pupils within their cohort. Teachers will be expected to engage fully with this training, together with any appropriate training provided by JCQ or the awarding organisations.

For any teachers that are newly qualified or less familiar with assessment at a particular level, additional support and, where appropriate, quality assurance measures, will be provided by the Head of Department. Such support will be documented by the Head of Department in the Head of Department checklist (see Appendix 1).

In circumstances where there is only one person working in the department, additional training and support may be provided by the Deputy Head (Academic) or in the case of specialist provision, by a suitably qualified external advisor.

Part 2 – Determining teacher assessed grades

Sources of evidence

The College will continue teaching pupils during the summer term to cover as much of the specification content as possible. Not only does this offer opportunity for more valid assessment but also means that Year 11 pupils will be better prepared for A-level and Year 13 pupils for their on-going study. The school will aim to assess pupils on a broad and meaningful range of specification content that covers the subject assessment objectives. Evidence should relate to the specification content and should reflect, as far as possible, the sorts of questions and tasks that pupils would normally undertake in preparation for the qualification. Questions and tasks will be appropriately accessible for lower ability pupils and appropriately demanding to allow higher ability pupils to demonstrate performance to support higher grades.

The College will be asked to make a holistic judgement of each pupil's performance on a range of evidence relating to the qualification's specification content that they have been taught (either in the classroom or via remote learning). Teachers can use evidence of a pupil's performance from any point during the course of study, provided they are confident that it reflects the pupil's own work.

In coming to these holistic conclusions, teachers will use their professional judgement to balance the full range of evidence available for each candidate.

The College will aim to provide high quality evidence that clearly relates to the specification, in terms of both content and coverage of the assessment objectives. We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments. Exam boards will sample some of this evidence as part of their quality assurance, and if not satisfied, could ask the school to reconsider its grades.

Types of evidence

Teachers can draw upon a range of evidence which best represents each pupil's ability. Examples of the type of assessment evidence which may be drawn upon to determine a grade are listed below.

- Pupil work produced in response to assessment materials provided by the exam board including groups of questions, past papers or similar materials such as practice or sample papers.
- Non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed.
- Pupil work produced in College-devised tasks that reflect the specification, that follow the same format as the exam boards' materials and have been marked in a way that reflects the exam board mark schemes. This can include substantial class or homework, internal tests taken by pupils and mock exams taken over the course of study.
- Performance in internal assessments or mock examinations
- Records of a pupil's capability and performance over the course of study in performance-based subjects such as music, drama or PE.
- Records of each pupil's progress and performance over the course of study.

Evaluating sources of evidence

We do not expect the exam boards to prescribe the specific evidence that the school must use. Teachers can draw on existing records and available evidence from any point in the course. The College will make sure that pupils are aware of the evidence that will form the basis of their final grade. To protect the integrity of an awarded grade, substantial assessments completed under high levels of control (e.g. supervised internal examinations) will be deemed to better represent a pupil's ability. For pupils unable to attend school, the College may arrange remote proctoring to monitor pupils taking high stakes assessments when working from home. For any other work used as evidence but completed remotely, the teacher must be confident that the work is of a consistent standard with other work the pupil has done.

It is expected that more recent evidence is likely to be more representative of pupil performance, although there may be exceptions.

The College will aim to use consistent sources of evidence for a class or cohort that relate closely to the specification requirements. Some tiered GCSEs specify content for higher tier pupils only, and in all qualifications, the school will need to provide accessible questions/tasks for lower attaining pupils and appropriately demanding questions/tasks for higher attaining pupils to support higher grades.

The College must satisfy itself that the work produced is the pupil's own and that the pupil has not been given inappropriate levels of support to complete it, either in school, at home or with an external tutor. Exam boards will investigate instances where it appears that evidence is not authentic. Similarly, we will consider the limitations of assessing a pupil's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.

The range and amount of evidence may vary between pupils and across subjects.

The school will offer as much flexibility as is reasonable for pupils who have missed particular assessments, through no fault of their own.

For subjects with significant NEA components, pupils will be expected to complete their work as it covers key areas of the specification. If the NEA is incomplete, performance will be balanced with other evidence of the pupil's performance. When coming to an overall judgement, the school is required to bear in mind that many candidates often achieve a higher grade on their NEA than in their written exams.

The use of additional assessment materials

From the beginning of April, awarding organisations will make additional assessment materials available and provide further advice and guidance to exemplify the standard of work expected. This will include additional grade descriptors to supplement those previously published by Ofqual, as well as exemplar materials for teachers to use in assessing pupils when reaching their judgements. The College may make use of these additional materials to:

- Give pupils 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 pupils an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- Support consistency of judgement between teachers or classes by giving everyone the same task to complete.

Teachers may make modifications to the additional assessment materials where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

Further information regarding additional assessment materials can be found in Appendix 3.

Exemptions in the 2021 summer series

For GCSE English and GCSE modern foreign languages spoken language, and A-level biology, chemistry, physics and geology practical work, exam boards will also collect grades for the separate endorsements. There will be no requirement to collect evidence for these assessments.

There will be no requirement to submit statements of curriculum requirements being met in subjects such as GCSE geography field work.

Portfolios of evidence (evidence baskets)

For each candidate in each subject, the College will collate a portfolio of assessment evidence (commonly referred to as an *evidence basket*) in support of the awarded grade. The number of pieces or range of evidence will need to satisfy the expectations of the JCQ guidance, or any other expectations laid down by the awarding organisations.

The pieces of work within the portfolio must be within the content and the assessment objectives of the relevant subject specification. Ideally, for each candidate, this should cover as broad a range as possible of the assessment objectives. By means of illustration, in a subject where there is an assessment objective covering theoretical knowledge and another covering practical skills, at least one piece of work should be theoretical and at least one should be practical.

In circumstances where government Covid-19 regulations have prevented the school covering a particular assessment objective, then it does not need to be covered in the portfolio. Explanation of this should be provided in the Assessment Record (Appendix 2). Examples of this might be inability to access practical facilities during school closure, or the prevention of effective group work owing to social distancing restrictions or other Covid-19 safeguards.

Authenticating evidence

Teachers must be confident in the authenticity of the evidence used to reach their grade judgements. The College will put measures in place to ensure that the work used as evidence is the pupil's own and that no inappropriate levels of support have been given to pupils to complete it, either in school or if working with external tutors. Measures to underwrite the authenticity of pupils' work may include:

- Using evidence from assessments made under supervised or controlled conditions
- Using evidence from mock examinations or other assessments made under high levels of control
- Using evidence which represents the pupil's work over a longer period of time (e.g. NEA)
- Checking the integrity and originality of pupils' work using tools such as Turnitin®
- Using remote proctoring for pupils completing any further assessments remotely or at home
- Requiring pupils to sign a candidate declaration regarding any assessments completed remotely

The College acknowledges its obligation to investigate instances where it appears that a candidate's work may not be authentic. In such circumstances, the College will adhere strictly to the awarding organisation's recommended procedures, including the reporting of suspected malpractice, if appropriate. The awarding organisations will also investigate instances where they consider evidence not to be authentic.

Awarding teacher assessed grades

All grading decisions will be subject to the College's internal quality assurance processes.

Grades will be based on a holistic, objective judgment of the evidence of the pupils' performance on the subject content they have been taught. In reaching their final judgements teachers will consider the quality of the work in relation to the assessment materials used as well as the grade descriptors and grading exemplification materials made available by the exam boards. These materials exemplify the established performance standard that is maintained each year by the awarding organisations.

Teachers will determine grades based on the evidence which is commensurate with the standard at which the pupil is performing i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught. Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias. Teachers will produce an assessment record (see Appendix 2) for each subject cohort and will share this with their Head of Department. Any necessary variations for individual pupils will also be shared.

Teachers' professional experience and judgment are crucial in making holistic assessment of the evidence collected for each pupil. Thus, where evidence crosses grade descriptors, balancing coverage of differently graded work across the course of study and accounting for conditions in which evidence was collected will be considered. No grading will be made by one teacher in isolation as once grades have been assigned, the College's internal quality assurance processes will ensure that standards are appropriate prior to sign-off by the Head of Centre.

In routine operation the College makes use of tracking systems to monitor pupils' progress in line with their underlying ability. This is useful for example, in setting pupils their challenge grades (often one grade above expectation) based on assessment inputs and data modelling. As the Ofqual / JCO policy direction is that the final grade is derived solely based on performances produced by pupils, a grade derived based on a predicted trajectory or target grade is not permitted.

For example:

- If a pupil is currently performing at grade B standard, they should be awarded a grade B; and
- If a pupil's tracking data shows improvement over the year, having produced grade C level work in the first half of the year, and grade B work thereafter, the pupil should be awarded a grade B, even if a tracking system suggests that the candidate could potentially have achieved a grade A based on their trajectory.

Avoidance of doubt

The College notes that the evidence-based grades for the summer session 2021 are **not** the same as:

- Predicted grades (the grade a pupil might be expected to achieve had they sat their exams in the summer as normal)
- Target grades (often set a little higher than likely to be achieved at the time they are posted to motivate pupils)
- Predicted grades provided to UCAS or higher education institutions in support of university applications

Part 3 - Standardisation and quality assurance

Internal standardisation and quality assurance at subject level

As described above, all those involved in deriving teacher assessed grades in 2021 will have read and understood the requirements of this Centre Policy. All teachers will be provided with training and support to ensure that they take a consistent approach to:

- Arrive at their teacher assessed grades
- Marking of evidence
- Reaching a holistic grading decision
- Applying the use of grading support and documentation

In arriving at grades, it is expected that teachers will assess pupils' work in line with examination board mark schemes and their associated examiner's reports. The College will also make use of the exemplar material provided by the awarding organisations to assist teachers in making their judgements.

Where more than one teacher is using the same mark scheme to assess pupils' work, teachers must standardise their marking at the beginning of the marking process to ensure that the mark scheme is being applied consistently. Explanation of how teachers have standardised their marking will be recorded in the Assessment Record for the cohort (see Appendix 2).

If the assessment evidence was completed earlier in the course and has already been marked, it is possible that more than one teacher applied the same mark scheme, but the marking was not standardised. The work can still be included within a pupil's portfolio of evidence. The fact that the work has not been standardised must be recorded in the Assessment Record.

Where more than one teacher has applied the same mark scheme, the involved teachers (or the Head of Department) will sample each other's marking afterwards to check for consistency. Where teachers find inconsistent marking approaches, candidates' marks should be adjusted accordingly, under the supervision of the Head of Department.

In circumstances where there is only one teacher involved in marking assessments and determining grades, standardisation and quality assurance will be undertaken by the Deputy Head (Academic).

In respect of equality legislation, the College will consider the range of evidence for pupils of different protected characteristics within the internal standardisation, where applicable. This will also be recorded by the Head of Department within the Assessment Record.

Some examination boards or the Joint Council for Qualifications (JCQ) may impose specific requirements for internal quality assurance in some subjects.

Internal quality assurance at centre level

Used appropriately, data on historical pupil and centre performance can help inform the internal quality assurance process.

The Deputy Head (Academic) will analyse the teacher assessed grades for each department and for purposes of quality assurance, make measurement against the historical outcomes for the College at

department and centre level. This analysis will be based on the school's results profile from recent years in which exams took place. The purpose of reviewing data is **not** to attempt to determine outcomes for summer 2021, but as a source of reference from exam series that operated under normal circumstances.

The College will ensure that grade judgements have been recorded before considering historical records of grade distributions for pupils in previous cohorts.

In using historical data for quality assurance purposes the College will:

- Compile information on the grades awarded to our pupils in past June series in which exams took place between 2017 and 2019.
- Consider the size of our cohort from year to year.
- Consider the stability of our centre's overall grade outcomes from year to year.
- Consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- Compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- Include grades from international GCSEs (for example, in mathematics) because we have previously offered or continue to offer these.
- Omit subjects that we no longer offer from the historical data.
- Bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- 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, will address the reasons for this divergence. This commentary will be available for subsequent review during the external quality assurance process.

The Headmaster will make a declaration confirming that all quality assurance requirements have been met at the point at which final grades are submitted.

External quality assurance

The examination boards will carry out external quality assurance checks on school-assessed grades. These will be undertaken in a sample of subjects in a sample of schools during June and July. The purpose of external quality assurance is to ensure consistency between centres.

The examination boards will determine which schools they visit and which pupils' evidence they wish to review. The boards can instruct schools to further investigate where evidence of inconsistent judgement is revealed. Checks may also be triggered by:

- A concern raised by whistleblowing
- Results being out of line with expectations based on a school's past performance
- Where there are significant changes in the number of early entries being made
- Where schools have previously been sanctioned for malpractice or have an on-going investigation

To support the awarding organisations in their quality assurance of the school's grades, the College will ensure that:

- 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 pupil evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where pupil evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to pupils 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.

Part 4 - Reasonable adjustment

The Head of Learning Enrichment (SENCo) will have processed online applications for access arrangements as if examinations were taking place normally. This formalises the arrangements for pupils entitled to reasonable adjustment and ensures consistency with the Equality Act 2010.

Access arrangements

The College will make every effort to ensure that pupils' approved access arrangements and/or reasonable adjustments are put in place for any assessments used to determine teacher assessed grades. The Head of Learning Enrichment will maintain a register of those pupils with approved access arrangements / reasonable adjustments for teachers to refer to.

Teachers will be required to confirm that the approved access arrangement / reasonable adjustment was in place for assessments which will be used to determine the pupil's grade. This will be recorded on the Assessment Record.

With regard to approved access arrangements:

- Where pupils have agreed access arrangements or reasonable adjustments (for example a reader or scribe) the College 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 or;
- The lack of an access arrangement / reasonable adjustment will be accounted for and explanation will be documented in the Assessment Record

The College will hold on file all evidence used to determine the teacher assessed grades including access arrangements / reasonable adjustments provided until the published deadline for appeals has passed. If a pupil's result is subject to an on-going appeal, malpractice investigation or other post-results enquiry after the deadline for appeals, then the evidence will be retained.

Special consideration

In the event that a pupil is unable to take an assessment or suffers a traumatic event that might affect their performance, special consideration will not apply this summer because pupils will not be taking their exams.

As the range of permitted evidence is flexible and can be tailored for individuals, it is expected that incidences of special consideration will be limited. However, where illness or other personal circumstances might have affected performance at the time of an assessment used as evidence to generate a grade, for example in a mock exam, the College will take those circumstances into account when making their judgements.

The College must be satisfied that the event has had, or is reasonably likely to have had, a material effect on a pupil's ability to demonstrate his or her normal level of attainment in an assessment. The College will make an adjustment to the pupil's performance in the affected assessment in accordance with the JCQ guidance documents *A guide to the special consideration process, with effect from 1 September 2020* and *Access Arrangements and Reasonable Adjustments* and any updates thereof.

With regard to special consideration:

- Where illness or other personal circumstances might have affected performance in assessments used in determining a pupil'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 pupils in assessments.
- To ensure consistency in the application of special consideration, we will ensure all teachers have read and understood the document: *JCQ – A guide to the special consideration process, with effect from 1 September 2020*

The College will be required to record how its decision to allow special consideration was reached and will retain any supporting evidence, as required. This may take the form, for example, of a written statement from a medical professional. A confidential register of those circumstances will be maintained by the Deputy Head (Academic).

Pupils must remember to raise any mitigating circumstances which may warrant special consideration at the earliest opportunity. It is important that these are raised **at the time of assessment and prior to the submission of a teacher assessed grade**.

Addressing disruption/differential loss of learning (DLL)

The College has worked hard to maintain a full programme of teaching and learning throughout the Covid-19 pandemic, including providing a full timetable of remote learning during periods of school closure or enforced self-isolation.

However, we recognise that there will have been some disruption to pupils' learning when compared to what might be expected were the school to have been in session as normal and that this disruption may vary from individual to individual.

To account for this disruption, for any candidates that faced **additional** disruption to their teaching and learning as a result of Covid-19 **in comparison with their peers**, the College will:

- Ensure that teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each pupil.
- Provide explanation of how any disruption / disadvantage has been considered by completing the relevant section of the Assessment Record for those candidates.

Part 5 – Maintaining objectivity and managing bias

It is important that the marking of work submitted in the portfolio of evidence is objective. When marking, teachers will only take account of the pupil's knowledge, skills and abilities which are evident in their work. The College will adhere to the awarding bodies' / JCQ guidance on conscious and unconscious bias in determining grades.

Heads of Department and teaching staff will employ methods to maintain objectivity and eliminate bias when reaching their judgements. For example, techniques such as anonymous marking (in which the identity of the candidate is not made known at the time of marking) or marking by a member of staff who is not the candidate's usual classroom teacher may be used.

To fulfil the school's obligations in relation to relevant equality and disability legislation, senior leaders, Heads of Department and the Head of Centre will consider:

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

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

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed.

More detailed information regarding objectivity in grading, including an abridged version of the JCQ guidance *Information for centres about making objective judgements* can be found in Appendix 4.

Part 6 – Recording decisions and retention of evidence and data

The Assessment Record

Heads of Department will be responsible for completing an Assessment Record for each subject, explaining in detail how the school's grades have been determined. The Assessment Record will accompany the portfolio of evidence and will include:

- The sources of assessment evidence being used
- The rationale for the choice of evidence
- Whether any assessment objectives are not included in the portfolio, and the reason why they were omitted
- The conditions in which the work was completed and how it has been authenticated
- How the work of private candidates has been obtained, selected and authenticated
- How marking was standardised and reviewed, in cases where more than one teacher has applied the same mark scheme
- How any protected characteristics have been accounted for when reaching judgements
- How teachers ensured objectivity in marking and how any access arrangements / reasonable adjustments were met
- How any other necessary variations for individual pupils were made.

The Assessment Record will include details of how the work in the portfolio was used to decide the resulting teacher assessed grade.

There may be some slight alteration to the composition of the Assessment Record according to the specific requirements of different awarding organisations. For example, Cambridge Assessment International Education (CAIE) have a rationale document that serves similarly.

With regard to the recording and retention of evidence, the College 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.
- Ensure that evidence is maintained across a variety of tasks to develop a holistic view of each pupil's demonstrated knowledge, understanding and skills in the areas of content taught.
- 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.
- Comply with our obligations regarding data protection legislation.
- Ensure that the grades accurately reflect the evidence submitted.
- Ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisations.

The College will hold on file (either electronically or in hard copy) all evidence used to determine the teacher assessed grades until the published deadline for appeals has passed, or as long as is required under appropriate data protection law. If a pupil's result is subject to an on-going appeal, malpractice investigation or other post-results enquiry after the deadline for appeals, then the evidence will be retained until the matter has been resolved.

Cyber security and ransomware

The Department for Education and the National Cyber Security Centre (NCSC) has been made aware of an increasing number of cyber-attacks involving ransomware infections affecting the education sector recently.

The College understands the nature of the threat and the potential for ransomware to cause considerable damage as a consequence of lost data, including evidence required to support this year's teacher assessed grades,

If the school is affected by ransomware or any other form of cyber-attack, we will:

- Enact the school's incident management plan
- Contact the NCSC
- Contact local law enforcement and Action Fraud
- Inform the Department for Education by emailing: sector.securityenquiries@education.gov.uk

The Department for Education supports the National Crime Agency's recommendations not to encourage, endorse, or condone the payment of ransom demands.

In order to protect the school's data and its networked systems, we will ensure that:

- All data held on our premises is backed up using Veeam in a rolling window
- Servers are tiered for sequential backups at appropriate intervals
- The opportunity to roll back all Microsoft Office 365 data within a 30 day window

Part 7 – Confidentiality, malpractice and conflicts of interest

Confidentiality and compliance with the DPA 2018 and UK GDPR

It is a requirement that the College shares with its pupils the evidence upon which the teacher assessed grade will be determined. Once grades have been submitted to the exam boards, the process of external quality assurance by the awarding organisations will start.

In accordance with the Ofqual's Conditions (GQAA3.5) published in March 2021, the school is not permitted, under any circumstances, to share final grades, supporting evidence, rationale statements or Assessment Records with pupils, their parents, guardians or carers or any other individuals outside the centre, before final results have been issued.

In order to meet our obligations under Ofqual's conditions:

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which pupils' 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/guardians.

Data subjects (pupils) are able to request their personal data under Article 15 of the UK General Data Protection Regulation. However, in respect of personal data such as marks or other information processed by a Data Controller for the purposes of determining results, an exemption from disclosure exists under paragraph 25(2) of the Data Protection Act 2018. This allows Data Controllers (in this case the school) to delay disclosure of such information until after results have been issued. This exemption exists to protect the integrity of the process and helps ensure that results remain unbiased.

If you have any concerns about our use of your personal information or seek to obtain grade information after the official release, please contact Mr. Joseph Burge as Privacy Officer at jcburge@eastbourne-college.co.uk

Malpractice

In accordance with JCQ *Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021* each candidate will be made aware of the evidence that is going to be used and understand that the range of evidence used to determine a grade is not negotiable.

The decision to cancel examinations in 2021 means that causes and drivers for malpractice will be different to those in a normal examination series. However, malpractice can still occur through genuine error or intent, particularly around the determination of final grades.

It is possible that some pupils may attempt to influence their teachers' judgements, or attempt to gain an unfair advantage by, for example, submitting fabricated evidence or plagiarised work. As described above, the school will take every reasonable measure to underwrite the authenticity of candidates' work, but where any evidence of malpractice is revealed, the school will report such incidents to the awarding organisation using the standard JCQ MI form.

Pupils, or others acting on their behalf, might also try to influence grade decisions by applying pressure to the College or its staff. In such circumstances the College will retain clear and reliable records of the circumstances and the steps taken, ensuring that pupils are made aware of the outcome. If a pupil or their representative continues to inappropriately attempt to pressure staff, then the school may report the incident to the awarding organisation as suspected malpractice using the JCQ M1 form.

As would be the case in any examination year, the College will fulfil its obligations as an examination centre in accordance with the JCQ guidance *JCQ Suspected malpractice policies and procedures 2020-2021* and by making staff aware

In order to prevent malpractice and any other breaches of examination regulations the College will:

- 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 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 pupils;
 - failure to appropriately authenticate a pupil's work;
 - over direction of pupils in preparation for common assessments;
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter pupils who were not originally intending to certificate a grade in the Summer 2021 series;
 - adjusting teacher assessed grades in response to pressure from a pupil, their parents or other representative;
 - 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.

In summary, in accordance with the regulations, the College will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after the determination of grades process
- inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation, including:
 - the JCQ M1 form in a case of suspected candidate malpractice
 - the JCQ M2 form in a case of suspected malpractice/maladministration involving a member of centre staff
- as required by an awarding body, investigate any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication *JCQ Suspected Malpractice: Policies and Procedures 2020-2021* and provide such information and advice as the awarding body may reasonably require

Where reference is made to candidates, this includes any private candidates accepted by the school. A full version of the school's malpractice policy is available on request.

Conflicts of interest

In reaching examination grades in 2021 the College will observe the JCQ regulatory requirements regarding conflict of interest as detailed in the *JCQ General Regulations for Approved Centres Booklet 2020-2021*, page 9, section 5.3 paragraph (i).

The conflict of interest process is designed to protect the integrity of the exams system, and also helps to ensure that staff members are protected if there is an allegation of malpractice due to a perceived, or real, personal interest.

In addressing 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 pupils 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*.
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

General principles

Declaration process

- A Declaration of Personal Interest form for Summer 2021 will be sent by the Exams Officer to all centre staff involved in the process
- Staff will be required to
 - confirm their understanding of what a personal interest in a candidate relates to
 - (where applicable) declare no personal interest in any candidate
 - (where applicable) declare a personal interest in a candidate and identify their role(s) in the arrangements
 - confirm awareness of the need to maintain the confidentiality of the grades and endorsements determined by the centre
 - return the completed declaration to the Exams Officer

Managing conflicts of interest

- A Conflicts of Interest log for Summer 2021 will be maintained to record any potential conflicts of interest declared by centre staff
- The log will record the nature of potential conflict and a decision by the Deputy Head (Academic) if this is deemed a potential risk to the integrity of the centre's assessments
- Where applicable the log will record appropriate additional controls put in place to mitigate any potential risk to the integrity of the centre's assessments and to ensure fairness in later process reviews and appeals, carefully considering the need if to separate duties and personnel. Individual awarding body instruction/guidance will be followed if there is any change (for summer 2021) to their normal procedures for informing of conflicts of interest.

A full version of the school's policy for managing conflicts of interest is available on request.

Part 8 – Private candidates

In circumstances where the College has accepted entries from private candidates, they will be included where the Headmaster is confident that there is sufficient evidence of the candidate's achievement and convincing evidence of its authenticity to make an objective judgement.

Private candidates will be assessed in a similar way to other pupils, using a range of evidence. This could include taking the exam board provided assessment materials in a suitable form or be focused on other sources of evidence. Private candidates should have the same opportunity as other pupils to be assessed on what they have learnt, but the College will bear in mind the particular circumstances of those pupils in the approach we take to determining grades, including the fact that the College may not already have previous evidence on which to base a judgement.

In the case of private candidates, exam boards will expect the school to provide to them with a description of the main elements of their approach to assessment before they register. This is likely to mean that the College will decide to use the full range of available flexibility in how grades are determined for those candidates, for example:

- Draw on evidence from other educational institutions
- Conduct remote assessments, if necessary
- Set new College-devised assessments that reflect what the candidate has been taught
- Rely more heavily on assessment materials provided by the exam board(s)
- Exceptionally, conduct recorded oral assessments with the candidate where insufficient other evidence is available

Examination boards will also provide guidance on potential combinations of evidence that could be used for a specific subject. In all cases, the Headmaster will make sure the school has collected sufficient evidence to ensure that they are able to confirm that the grades are a true representation of the candidate's performance.

For the purposes of assessment in 2021, any current pupil taking an additional subject that the College does not ordinarily offer (e.g. a modern foreign language in their native tongue) will be considered as a private candidate with regard to collecting their assessment evidence in that subject.

In providing and quality assuring grades for private candidates the College will:

- Ensure our arrangements for assessing private candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- Ensure that 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/pupil documentation.
- Ensure that 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.

This guidance also applies to any former pupils returning to the College to resit a qualification.

Part 9 - Signing-off examination grades in 2021

Department sign-off

Each grade for a subject will be signed off by at least two teachers in that subject, one of whom will be the Head of Department or, where if there is only one teacher or only one is available, by the Headmaster or the Deputy Head (Academic). Where a staff member might have a personal interest in a candidate (for example as a relative), the Headmaster will make sure that additional controls are put in place, as described in part 7 of this policy.

Each portfolio of evidence will have an associated Assessment Record, signed by the subject teacher and the Head of Department. An example of this can be found in Appendix 2.

Head of Department checklist / declaration

Each Head of Department will complete a checklist / declaration before submitting grades for internal standardisation at centre level. The checklist will confirm that grades have been awarded that are evidence-based, objective and fair. The checklist will also confirm that any reasonable adjustments were accounted for and that decisions made were free from bias and aligned to the JCQ guidelines as well as any appropriate equality and discrimination legislation. A copy of the Head of Department checklist can be found in Appendix 1.

Sign-off and declaration by the Head of Centre

The Head of Centre is the Headmaster, who will confirm that the grades are a true representation of pupil performance. If the Headmaster is unavailable to do this, it may be delegated to the Deputy Head (Academic).

The Headmaster will sign-off the College's grades on, or before the final submission date of June 18th, 2021. An example Head of Centre declaration can be found in Appendix 5.

Submitting data

It is expected that the College will submit pupils' grades to the examination boards through secure online portals. The processes for grade submission may vary between the different awarding bodies.

Grades will be uploaded by Heads of Departments before final checking for accuracy by the Deputy Head (Academic). The grades will be provisional until the Headmaster signs the Centre Declaration at which point grades may no longer be changed.

Part 10 - Results

The dates for the publication of results are being brought forward this year. GCE and GCSE results will be published in the same week.

The dates for publication of results are as follows:

GCE AS and A-level qualifications

AS and A-level results will be released to centres on **Monday 9 August 2021**

AS and A-level results will be released to candidates on **Tuesday 10 August 2021**

GCSE qualifications

GCSE results will be released to centres on **Wednesday 11 August 2021**

GCSE results will be released to candidates on **Thursday 12 August 2021**

The College will release Cambridge Pre-U results at the same time as A-level and IGCSE results at the same time as GCSE.

Results in any other qualifications will also be published at an appropriate time according to their level. For example, results for the Extended Project Qualification will be released on Tuesday August 10th.

Candidates can collect their results as follows:*

- By **logging on to the school network** to access their results statement online. This service will be available from **8.30**.
- Collecting them in person from the dining hall between 8.30am and 12.30pm.
- In the post at their home address. All candidates will have a stamped addressed envelope completed for them, and any results not collected in person will be sent by first-class post to arrive on Wednesday August 11 (A-level) or Friday August 13 (GCSE).

Your child's housemaster or housemistress will be in touch or on hand to offer support, congratulations and guidance, as required. The Head of Futures will be available to provide advice on higher education.

The Deputy Head (Academic), Heads of Department and the Examinations Officer will be available to respond promptly to any requests for information from the awarding organisations, for example regarding missing or incomplete results.

*Covid-19 restrictions permitting

Part II - Appeals

Centre reviews and appeals to awarding organisations

The arrangements for awarding grades to pupils in summer 2021 include internal and external quality assurance measures which aim to ensure that on results day pupils are issued with fair and consistent grades that have been objectively reached. Sharing information with pupils about the evidence being used as part of a centre's grade determination process is important and should help to avoid issues that may otherwise arise when results are issued.

Post results, the need for appeals should be limited as pupils should be confident in their grades because of the following:

- Adherence to this policy by all College staff involved in the determination of teacher assessed grades, which has been reviewed and approved by awarding organisations.
- A high standard of internal quality assurance both in determining teacher assessed grades based only on pupil evidence and ensuring that there are no administrative or procedural errors.
- Effective provision of access arrangements for all eligible pupils.
- Effective arrangements for pupils that may have been disadvantaged during an assessment that contributes to their grade either by taking the circumstances into account in determining grades or by using alternative evidence that was unaffected by the adverse circumstances.
- Effective communication with pupils and parents/guardians so that they understand the College's approach to determining their grades before grades are submitted to the awarding organisations, including the evidence used and a realistic understanding of the standard at which they are performing. This transparency should enable pupils to raise any errors or circumstances relating to particular pieces of evidence to be taken into account in advance of the grade submission and should reduce the number of instances in which pupils need to appeal.
- Accurate recording and effective checking of information on the Assessment Record for the pupil to avoid errors in submitting teacher assessed grades.
- Effective oversight and clear professional accountability from senior leaders and the Head of Centre who will complete the Head of Centre Declaration.

As previously described in this document, awarding organisations will be providing assessment materials, guidance and training to support the school in making fair and consistent judgements which are without bias.

The awarding organisations will be conducting external quality assurance, including:

- reviewing College policies; and
- sampling pupil work that has contributed to the range of evidence used in determining a grade.

Although every effort will be made to ensure that pupils are issued with the correct grades on results day, there will also be an appeals system as a safety net to resolve any errors not identified during the earlier parts of the process. Pupils who consider that an error has been made in determining their grade will have a right to appeal.

Anyone wishing to appeal a grade should speak to their housemaster, housemistress or tutor in the first instance.

Stages of appeal

Stage 1: centre review

The first stage of the process is referred to as a centre review. Any candidate (including private candidates) may submit a request for a centre review on the grounds that the centre has:

- Failed to follow its procedures properly or consistently in arriving at that result or
- Made an administrative error in relation to the result

The centre will need to ensure the pupil is aware that their grade could go down, up or stay the same. The school will complete the centre review and report back to the candidate with its findings. Requests for appeals on the grounds of unreasonable academic judgement are not made in stage one and the school is not permitted to review its academic judgements during this stage.

If the centre finds that an error has occurred, they will be able to submit a request to the awarding organisation to correct the error and amend the grade without the need to make an appeal to the awarding organisation.

Deadlines for centre review are **16 August 2021** for priority appeals (i.e. those applying to higher education) and **3 September 2021** in all other cases.

Stage 2: appeal to the awarding organisation

If, after the centre review has been completed, the candidate feels that an error persists, any candidate (including a private candidate) who considers that there has been a procedural error, an administrative error or that their grade reflects an unreasonable exercise of academic judgement (either because of the way that the grade has been determined and/or the selection of the evidence) may submit a request for an awarding organisation appeal. This must be made after they have received the outcome of their centre review and after the publication of results. The awarding organisation will evaluate the appeal and will determine whether to reject it or proceed with the review. The outcome of the review could lead to the grade being raised, lowered, or left unchanged.

Deadlines for appeal to the awarding organisation are **23 August 2021** for priority appeals and **17 September 2021** in all other cases.

Ofqual Exam Procedures Review Service

Following the conclusion of the awarding organisation appeal process, a candidate who remains concerned their grade was incorrect may be able to apply for a procedural review to the Exam Procedures Review Service (EPRS) from the relevant regulator (Ofqual). The regulator will provide further details about the EPRS processes for summer 2021 before results days in August.

Grounds for appeal

In summary there are four grounds upon which a centre review or an appeal to an awarding organisation may be requested:

- At stage 1: The centre made an administrative error, e.g. an incorrect grade was submitted; an incorrect assessment mark was used when determining the grade.
- At stages 1 and 2: The centre did not apply a procedure correctly, such as the centre did not follow its Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances such as illness.
- At stage 2: The awarding organisation made an administrative error, e.g. the grade was incorrectly changed by the awarding organisation during the processing of grades.
- At stage 2: The pupil considers that the centre made an unreasonable exercise of academic judgement in the choice of evidence from which to determine the grade and/or the determination of the grade from that evidence.

In all cases, the **request for appeal must be made by the candidate themselves** and make clear the grounds for the appeal.

The College is required to conduct a centre review and must also submit an appeal to the awarding organisation if requested to do so by the candidate.

An overview of the appeals process can be found in Appendix 6.

Part 12 - Summary and disclaimer

We hope that this policy provides reassurance that the College will award teacher assessed grades in the summer session 2021 that are determined fairly, consistently, free from bias and effectively within and across departments.

The College reserves the right to make changes to this policy in line with evolving guidance from Ofqual, JCQ, the DfE or any of the awarding organisations. We will publish amendments to the policy to all stakeholders when changes are made.

Appendix I

Head of Department checklist and declaration



Subject:	<input type="text" value="Enter here"/>	Exam board:	<input type="text" value="Enter here"/>
Level:	<input type="text" value="GCSE or A-level etc."/>	Spec. code:	<input type="text" value="Enter here"/>

The Head of Department must complete the following checklist/declaration before submitting subject outcomes for internal standardisation.

Declaration	Y/N/NA
1. Pupils' grades have been determined using only the evidence detailed in the subject's Assessment Record, including any variations for individual pupils.	
2. Where applicable, the pupils 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 JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021, 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 pupil 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 candidates, 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).	
9. A review has been completed in line with the school assessment and teacher assessed grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and any adjustments made at a Department level. These records are readily available.	
10. Specific support has been provided for Newly Qualified Teachers and teachers less familiar with assessment.	
11. Where required, specialist external advisors have been consulted and explanation provided within the assessment record for individual pupils.	
12. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.	
13. The teacher assessed grades for this subject have been signed off as being accurate by the Head of Department and one other teacher within the department. [Note: the Head of Centre may provide the second signature where there is a one teacher department.]	
Provide detail and justification where you have indicated N to any of the above or are providing explanation of significant deviation from historic outcomes when exams have taken place.	

Appendix 2

The Assessment Record



Subject: Exam board: Dept:

Level: Spec. code:

Assessment Evidence Form

Please detail the assessments used for the subject cohort. The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed and any other evidence that explains the determination of the final teacher assessed grades.

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

Assessment	Type of Assessment	Unit __				Unit __				Unit __				Level of control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1 [identifier]	e.g. exam	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	H/M/L
Assessment 1 [identifier]														
Assessment 1 [identifier]														
Assessment 1 [identifier]														
Etc														

If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why

(Insert here)

Outline the rationale for the choice of assessment evidence used, i.e., why the evidence above was used and how it supported the grading decision

(Insert here)

Describe the methods employed for internal standardisation of the evidence and how due consideration has been given to maintain objectivity and eliminate bias when reaching judgements

(Insert here)

Subject title: _____

Subject code: _____

Head of Dept. _____

Signature: _____

Date: _____

Subject teacher: _____

Signature: _____

Date: _____

Variations for individual pupils

Candidate name: _____

Candidate number: _____

Centre name: _____

Centre number : _____

Subject title: _____

Subject code: _____

Level: _____

Section 1: COVID related disruption – learner context	Y/N/NA
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? (Insert here)	
If 'yes' please provide details of how the disadvantage has been considered (including 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.) (Insert here)	

Section 2: Access Arrangements/Reasonable Adjustments	Y/N/NA
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? (Insert here)	
If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade: (Insert here)	

Section 3: Mitigating circumstances (special consideration)	Y/N/NA
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. (Insert here)	
Reason for mitigating circumstances / special consideration (Insert here)	

Section 4: Protected characteristics	Y/N/NA
Does the candidate have any protected characteristics that needed to be considered accounted for when reaching judgements?	
If yes, record any actions that have been taken in acknowledgement of the candidate's protected characteristics (Insert here)	

Appendix 3

Additional assessment materials

Each awarding organisation will provide additional assessment materials for use in Summer 2021. These materials are not exams but can be used to generate evidence to help determine a grade for each pupil. Use of these materials is optional and the extent to which these materials are relied upon to inform decision-making may vary across centres. They are intended to provide evidence of knowledge or to validate a previous assessment. Where appropriate assessment evidence is already available from the course of study, there is no need to replace this with new evidence.

Awarding organisations' existing assessment materials (including past papers and examiners' reports) will all be available as normal. In addition, the following materials will be made available to centres:

- 31 March: Additional Assessment Materials (sets of questions, mark schemes and mapping)
- 12 April: Additional support materials (marking - exemplification)
- 19 April: Additional support materials (grading exemplification) and additional sets of questions will be made publicly available

These additional assessment materials (sets of questions, mark schemes and mapping grids) may be used at any point from 31 March until the date grades are submitted to awarding organisations. The additional sets of questions and mapping grids will be made openly available (beyond centres) after Easter (on 19 April). Sufficient time must be allowed to follow each centre's internal quality assurance processes before grades are submitted to the awarding organisation by 18 June.

What are the 2021 additional assessment materials?

- The 2021 assessment materials are qualification-specific sets of questions covering key knowledge, understanding and skills (made available by 31 March).
- The materials are available for all GCSE, AS and A levels, with the exception of Art and Design.
- They are drawn from a variety of examination questions and from a range of papers; they do not cover any NEA components.
- The number, breadth and depth of the material will vary between subjects, and reflect the characteristics of each qualification (e.g. where there is only one exam component there will be fewer materials than for a subject which is usually assessed entirely by examination). However, the assessments will draw on the equivalent of three series' worth of examination material, as a minimum.

Additional support materials will also be provided. The number and nature of these may vary and will correspond to the number, breadth and depth of the assessment materials as per the above. The additional support will, where available, include exemplar responses and links to other information which will help with using and marking these assessment materials.

Awarding organisations will also provide subject specific mapping grids by 31 March. These documents will:

- map coverage of assessment objectives, content and/or skills covered within each set of questions;
- direct centres to where the question originally came from, allowing them to access further support materials as required; and
- indicate where pre-existing modified versions of items are available from awarding organisations (see later section on modifying material).

What is the purpose of additional assessment materials?

The additional assessment materials are an optional part of the range of evidence that can be used to decide on each pupil's grade. They are made up of a mixture of past material (both material already openly published and material currently only available to centres) and new material where required. They are presented in a different format to make them more

flexible and adaptable, enabling you to select appropriate content to use with your pupils. These materials will assist you in assessing pupil performance in areas not assessed elsewhere.

Their use will allow pupils to demonstrate their performance towards the end of their course of study.

How and when should additional assessment materials be used?

These materials may be used in a variety of ways, at any point after they are released. For example, they could be set as a test, including remotely if required, or as a class or homework activity. However, if this work is going to contribute towards the determination of a pupil's grade, it must represent their own work.

In particular the materials could be used to:

- give pupils 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 pupils an opportunity to show improvement e.g. to validate or replace an existing piece of evidence; and
- support consistency of judgement between teachers or classes within a centre by giving pupils the same task to complete where appropriate (and with Reasonable Adjustments made where required).

Assessment materials may be used in the form provided or tailored to better match the content that has been taught. Teachers can decide which activities should be completed, with the task being set, the pupil work collected and then marked using the accompanying mark scheme - drawing on other available support materials where provided. Centres should have arrangements in place to ensure consistent application of the marking schemes across different departments and/or sites (as described in Internal quality assurance process).

Although the materials are organised as groups of questions, there is the option to tailor the materials in line with the content that has been taught. Different materials may be combined and/or elements that are not required can be removed. For example, if a multi-part question includes a part which focuses on an element of the specification that hasn't been covered, it may be removed and the marks available reduced accordingly.

Once all the pupils' work has been marked, if there is reason to believe an outcome doesn't reflect a pupil's usual level of performance, because of a specific circumstance – for example because of the conditions the pupil completed the work in – it doesn't have to be included in your range of evidence. Other evidence could be used, or the pupil could be given another opportunity to complete a different piece of work. Reference should be made to the Guidance on grading for teachers to understand whether evidence is sufficient to award a grade. Reasons for any decisions must be recorded.

Do these materials need to be administered in exam conditions?

No. These materials are not exams and they do not need to be completed under examination conditions. A group of questions could be set as a classroom test or as homework, for example. Activities could be administered remotely, for example if a pupil is self-isolating or conditions require it. These are flexible activities, but pupils' performance should be considered in the light of the conditions in which the activity was completed.

Where an activity is completed under supervision, for example, the time the pupil has spent on the task, what materials have helped them and whether they have received any additional support, is known. These facts should be considered in assessing pupil performance and recorded as appropriate.

A pupil's normal access arrangements should be considered and implemented when work is set, especially if it is to be taken under timed, test conditions. Please see the section on Reasonable adjustments, access arrangements and special consideration of this document.

What if pupils have seen some of this material before?

These materials are not exams, nor are they designed to play the role of exams. The materials will be published openly after pupils return from the Easter break except in cases where copyright law would prevent the materials being made publicly available.

It is understood that pupils may have seen some material previously. The purpose of any materials should be considered before they are included in the range of evidence. It would be inappropriate to advise pupils on the content of any upcoming assessment. If a pupil has recently completed a particular activity there may be little benefit to them completing the same or a very similar activity again.

Sets of questions do not need to be kept securely (as exam papers would be) but the extent to which pupils should know what activity they will complete in advance should be considered. Additionally, if it is decided that all pupils in a cohort sit the same activity under test conditions, this should happen on the same day to maximise fairness for all pupils in a centre.

What support materials will be provided?

Support materials may also include:

- past examiners reports;
- marked examples of pupil work from past papers where they exist and support the marking of pupil work;
- links to other information which will help with using and marking these assessment materials.

For qualifications with tiered assessments or questions with variable levels of demand, the assessment set should allow for differentiation between the performance range of the cohort or class. For example, if an assessment is very easy, many of the pupils may get full marks, which may not help in the grading decisions. Where appropriate, awarding organisations will include information about the demand of particular questions or their targeting to support the selection of materials. This will include indicating the tier the items came from where the qualification normally has tiered exams, and any cross-over items between the two tiers.

Understanding the outcomes

The assessment materials are groups of questions focused on discrete areas of a specification and may vary in breadth and demand depending on the topic. Therefore, unlike full past papers, there are no grade boundaries available. There is no requirement for the mark from an assessment to be converted into a grade, the mark should be considered alongside other pieces of evidence. Any gaps in the range of evidence should be considered when the materials are selected. For example, reference could be made to the grade descriptors for the subject and target a particular aspect of the grade descriptor to ensure the appropriateness of the grading decision. This would be particularly relevant where an area of the specification referenced in the descriptor has been taught, but not yet evidenced.

Appendix 4

Objectivity in grading and ranking

(Taken from the JCQ guidance *Information for centres about making objective judgements*)

Making objective judgements

Assessing pupils' performance objectively is crucial to determining outcomes that are as fair as possible and minimise bias. Centres are advised to make all relevant staff aware of information within this guidance. The next sections set out what centres can do to ensure their judgements are as objective as possible, by:

- basing decisions on evidence
- being aware of unconscious effects on objectivity
- using other evidence to identify possible bias
- reviewing judgements with others

Following these steps could help a centre to assure itself that it has effectively fulfilled relevant duties to promote equality and avoid discrimination, as set out in the Equality Act 2010.

Basing decisions on evidence

Each teacher assessed grade or outcome should be a holistic professional judgement, balancing different sources of evidence. Judgements should be based on records and evidence that demonstrate a pupil's performance in relation to the subject content that they have been taught.

Other factors should not affect this judgement. These include characteristics protected under equalities legislation such as a pupil's sex, race/ethnicity, religion/belief, disability status, gender reassignment or sexual orientation. These also include factors such as social background (including culture or family), socio-economic status, or perceived English language proficiency (where this is not relevant to the knowledge, skills and understanding being assessed).

Similarly, judgements should not be affected by a pupil's behaviour (positive or negative), character or personality, appearance, performance of their siblings, parental opinions or the knowledge of grades needed to meet a university offer.

Being aware of unconscious effects on objectivity

Without always realising it, everyone holds unconscious beliefs about others. These can be based on things like social factors or identities of others, as detailed above. There is a risk that objective judgements can be affected by unconscious beliefs and other types of bias.

Centres are urged to reflect on and question whether any of their judgements might be affected by factors not based on evidence of performance, such as unconscious beliefs or types of bias. These factors can affect judgements of pupil performance and can also affect the perception of particular pieces of evidence.

Centres should be aware of:

- confirmation bias, for example noticing only evidence about a pupil that fits with pre-existing views about them
- halo effects, for example where a particularly positive impression of a pupil overly accentuates their actual knowledge, skills and abilities. Or the opposite, where negative impressions or low expectations of a pupil hides their actual knowledge, skills and abilities
- primacy effects, for example giving undue weight to 'first impressions' of a pupil
- recency effects, for example giving undue weight to the most recent interaction with a pupil
- selective perceptions, for example giving undue weight to a pupil's performance on a particular piece of work

- contrast effects, for example over-estimating a pupil's likely performance having first considered a large number of pupils who are all at a much lower standard
- exception effects, for example, under- or over-grading a pupil's performance if it is significantly out of line with (above or below) other pupils in that centre
- conformity bias, for example, placing undue weight on the opinions of others where these are not necessarily supported by the evidence
- affinity bias, having a more favourable impression of a pupil's performance because the pupil or their qualities/attributes are relatable or similar to one's own qualities or attributes

This is not an exhaustive list but is designed to raise awareness of the main biases that could negatively impact on the quality of centre judgements.

Using other evidence to identify possible bias

Other relevant sources of evidence may be available that could help to check whether there might be bias in judgements. Analysis may be useful to identify whether there may be any indications of systematic under- or over-grading (indicative of possible bias) in judgements made for different groups of pupils. This could relate to pupils with particular protected characteristics or from different socio-economic backgrounds.

For example, by comparing UCAS predictions with exam outcomes from previous years, a centre may find that it has routinely under-estimated predicted A level maths grades compared to grades actually achieved for pupils with particular characteristics; or routinely over-estimated target English language GCSE grades compared to grades actually achieved for pupils with particular characteristics. Any evidence of possible bias can be useful in challenging and quality assuring judgements.

When considering the evidence available and possible uses, centres should also consider possible limitations. For example, significant personnel changes may mean that effects in previous years may not be assumed to carry forward. Centres will also need to be aware of the need to avoid over- or under-compensating for any effects that may be found.

Reviewing judgements with others

Dialogue with others can support effective reflection and review and help minimise bias. It can be used to check that judgements are evidence-based, to challenge any possible biases and to review any other evidence that may identify possible bias. Questions or concerns teachers may have about how to deal with possible bias can also be resolved through dialogue. Dialogue can include reviews with and between teachers, SENCOs or other SEND experts, subject teams, Heads of Departments and Heads of Centres (and dialogue with other centres if this can be carried out in line with local public health restrictions). In particular, consulting SENCOs, or other SEND experts in quality assurance processes may help prevent possible biases or unconscious effects from affecting judgements for pupils with special educational needs or disabilities.

Conclusion

Centre judgements should be determined by the specific performance of each pupil in relation to each qualification. Following the steps outlined above can help a centre assure itself that it has maximised objectivity and avoided bias in the judgements that it has made.

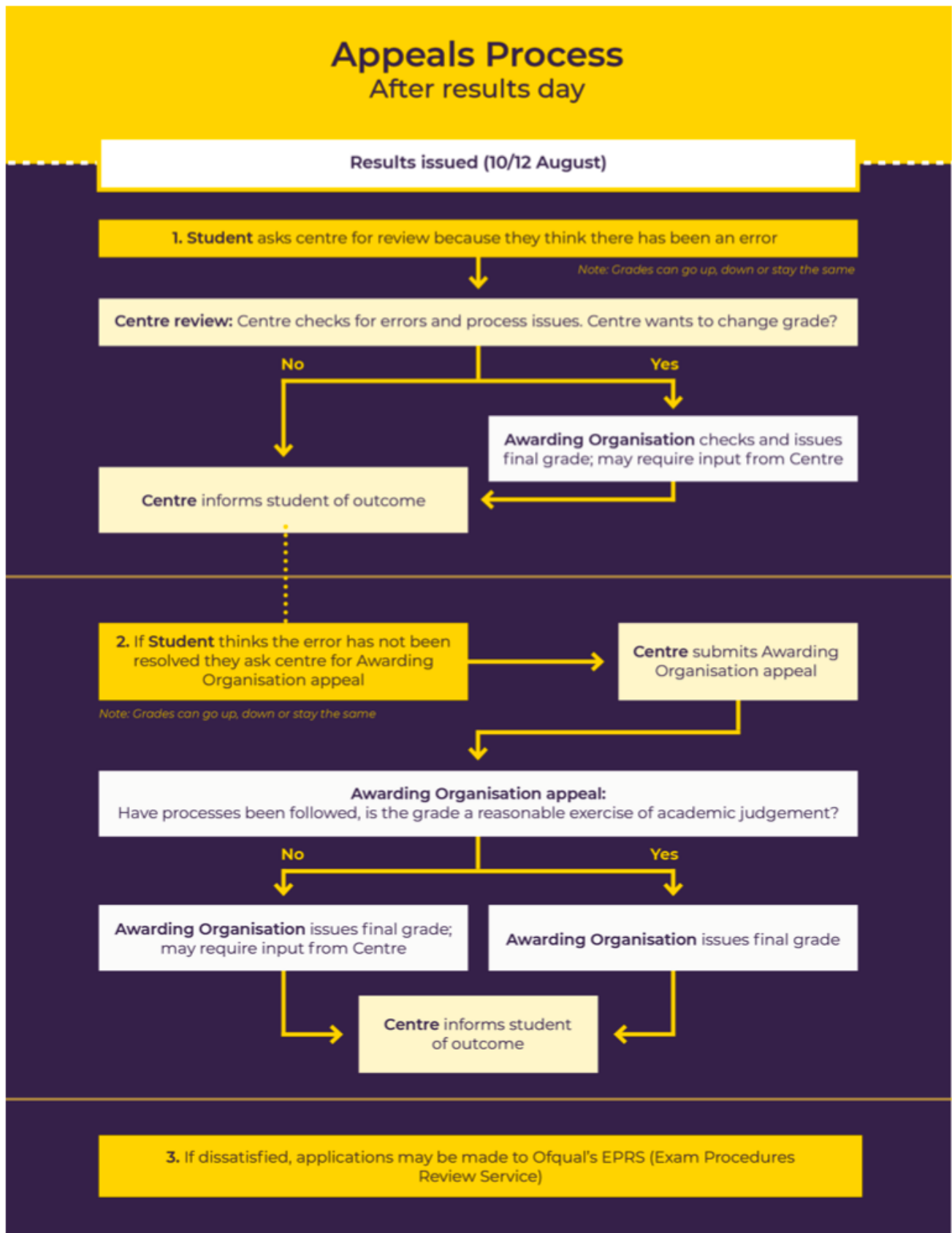
Appendix 5

Head of Centre declaration

Head of Centre Declaration	
A declaration should be completed by the Head of Centre for each awarding organisation on completion of their respective submissions	
I confirm that:	
<ul style="list-style-type: none">• these grades have been checked for accuracy, reviewed by a second member of staff and are accurate and represent the professional judgements made by my staff• entries were appropriate for each candidate in that students entered were those already studying the course, and each candidate has no more than one entry per subject• my centre has met the requirements set out by exam boards/JCQ for internal quality assurance• I am satisfied that each student's grade is based on an appropriately broad range of evidence, including evidence from other centres, providers or specialist teachers if relevant, and is their own work• each student has been taught (or, in the case of private candidates, has studied) an appropriate amount of content to form the basis for a grade• awarding organisation requirements have been met for any private candidates• access arrangements and reasonable adjustments were provided with appropriate input from the SENCo and other specialists (and where they were not, that has been taken into account)• I and my staff have taken note of the Ofqual guidance on making objective judgements, judgements have not been influenced by pressure from students or parents/carers, and I am confident that the judgements are fair• all relevant student evidence and records are available for inspection, as necessary	
Head of Centre Name:	_____
Centre Number:	_____
Centre Name:	_____
Signature:	_____
Date:	_____

Appendix 6

Summary of the appeals process



Appendix 7

References

Ofqual General Qualifications Alternative Awarding Framework 24 March 2021

Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972545/6768-3_General_qualifications_alternative_awarding_framework.pdf

JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021: Processes to be adopted by exam centres and support available from awarding organisations 26 March 2021

Available at:

<https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

Ofqual guidance: Information for centres about making objective judgements 24 March 2021

Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/970916/6749-4_Information_for_centres_about_making_objective_judgements.pdf

Direction from the Secretary of State for Education to Ofqual's Chief Regulator 25 February 2021

Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964583/Letter_from_Gavin_Williamson_to_Ofqual.pdf

Ofqual guidance: Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades summer 2021 24 March 2021

Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/970922/6749-3_Summer_2021_GOs_-_Info_for_Heads_of_Centre.pdf

Interim guidance for centres accepting private candidate entries for GCSE, AS and A level qualifications in summer 2021 15 March 2021

Available at:

https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ_Interim-Guidance-for-Private-Candidate-Centres.pdf

JCQ Access arrangements and reasonable adjustments

Available at:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

JCQ Suspected malpractice policies and procedures 2020-2021

Available at:

https://www.jcq.org.uk/wp-content/uploads/2020/09/Malpractice_20-21_v2-1.pdf

JCQ Notice to Centres – release of general qualification results June 2021 examinations

Available at:

<https://www.jcq.org.uk/wp-content/uploads/2021/03/Release-of-results-June-2021.pdf>

JCQ A guide to appeals processes Summer 2021 series

Available at:

[JCQ_Appeals-Guidance_Summer-2021.pdf](#)

Awarding organisations

Further details regarding the specific requirements of individual awarding organisations can be found by visiting the websites as listed below.

- AQA: www.aqa.org.uk
- WJEC / Eduqas: www.eduqas.co.uk
- OCR: <http://www.ocr.org.uk/>
- Pearson / Edexcel: www.pearson.com
- Cambridge CAIE: www.cambridgeinternational.org