



## The Challenge Academy Trust: Summer 2021 Centre assessment grades 31/03/21

### Objectives of the policy:

1. To ensure that students are awarded the grades that reflect what they know and can do.
2. To ensure the awarding of grades is done in a fair and consistent manner across TCAT academies, taking an evidence-based judgement of the grade each student is performing at.
3. To ensure that teacher assessment judgements are holistic and balance the different sources of reliable evidence
4. To ensure grades are objective and students are not inadvertently disadvantaged by disability, race, gender or another protected characteristic.
5. To ensure the issuing of CAGs takes account of the varying mitigating circumstances that may unfairly affect a student's grade.
6. To ensure that sufficient quality control is in place to produce fair and credible results
7. To ensure that evidence used to assess a student's ability assess reasonable range of subject content reflecting, where possible, all assessment objectives, as set out in qualification specifications.

### **Overview: The awarding of CAGS will follow 3 broad steps:**

#### Plan/Create a Valid Evidence Base (PORTFOLIO)

- Centres to generate a portfolio of data that is valid, broad, robust and fair. Attention should be given to the breadth of the specification being assessed or omitted.
- Faculty management teams will play a key role in moderating the interpretation of the data, the validity of the judgements being made and the breadth of the specification being assessed - supported by colleagues across TCAT and the sixthform consortium.

#### Complete assessments/Fill Portfolios

- Students will complete further assessments as needed. Consideration will be given to the interpretation of data through the lens of access arrangements. Mitigating circumstances will be considered.
- Subjects to maintain a tracker/mark book of raw scores.

#### Moderation/QA/Sign Off

- Teaching teams to moderate and standardise the issuing of grades. Teaching teams to ensure grades are broadly inline with those of previous years, taking account of small cohorts and improving trends. Nominated manager to check the above process is robust and to ensure access arrangements have been considered.
- The Head of Study Support/Inclusion to lead on a review grades of students with access arrangements.
- Centres to assure Objectivity
- Faculty Management team supported by colleagues across TCAT and the sixthform consortium to undertake sampling/moderation activity 7th June – 10th June

## Roles and responsibilities

This section outlines the personnel across the trust who have specific roles and responsibilities in the process of determining teacher assessed grades this year:

### CEO/ Executive Headteacher Secondary

- *Provide challenge and support to heads of centres in regards to the fulfillment of their duties.*

### Head of Centre

- *Our Head of Centre, James Gresty, will be responsible for approving our policy for determining the awarding of teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the Priestley College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted*

### Senior Leadership Team and Heads of Department

*Our Senior Leadership Team and Heads of Departments will:*

- *provide training and support to our 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 student evidence in deriving a grade.*
- *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *ensure teachers have the information required to make accurate and fair judgments.*
- *ensure that a Nominated Manager (Moderator) Checklist is completed for each qualification that they are submitting.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded*

### Teachers/Head of Study Support

*Our teachers, head of study support*

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.*
- *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

### Nominated Manager

*Nominated Manager (Moderator):*

- *provide support, guidance and challenge to teaching teams for their decision making in regards to evidence choice.*
- *QA the grades issued to students against the evidence and guidance from exam boards*

### Examinations Officer

*Our Examinations Officer will:*

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

## Training, support and guidance

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

### Training

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

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Teaching Teams will be supported in the QA of their evidence choices by Nominated Managers*
- *Heads of Centres will be supported in their application of the policy by CEO/Director of Standards*
- *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.*
- *All staff will complete Hayes Online Training: Unconscious Bias*

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

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

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

## Use of appropriate evidence

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

### A. Use of evidence

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

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals where possible.*
- *We will use an appropriate range of evidence suited to individual subjects to include where appropriate:*
  - *student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
  - *non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
  - *student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
  - *substantial class or homework (including work that took place during remote learning).*
  - *internal tests taken by students*
  - *mock exams and internal tests taken over the course of study.*
  - *records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*
- *We will use **Appendix 2 TCAT guidance of weighting, reliability and validity** to guide the balance of evidence used.*

*We provide further detail in the following areas:*

#### *Additional Assessment Materials*

- *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*

- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

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

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

## Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centres will take to awarding teacher assessed grades.

### Awarding teacher assessed grades based on evidence

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

- Our Nominated Managers - will agree the evidence that is being used by teachers/teaching teams
- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will maintain an assessment record/mark book for each subject cohort and will be able to share this with their Nominated Manager. Any necessary variations for individual students will also be shared.

## Internal quality assurance

This section of our Centre Policy outlines the approach our centres will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

### Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject **lines**

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - Arriving at teacher assessed grades
  - Marking of evidence
  - Reaching a holistic grading decision
  - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).

- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.
  - This will be a Nominated Manager
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

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

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

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

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

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

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

- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021 this will include compiling historical data giving appropriate regard to prior attainment of cohorts (average GCSE score) as well as other data sources eg. Alps and Nick Allen 6 Dimensions.

## Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

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

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

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained or we will take account of this when making judgements.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special 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](#)

## Addressing disruption/differential lost learning (DLL)

### B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

## Objectivity

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

### Objectivity

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

*Senior Leaders, Faculty Management teams and the Exams Office and 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.*
- *Mitigating circumstances which may disadvantage a student(s)*

*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*

*We will manage or mitigating circumstances objectively, using "A Guide to the special consideration process General and Vocational qualifications with affect from 1 September 2020" JCQ. (See Appendix 4)*

All staff will complete The Hays Online Learning Module: Unconscious Bias

*Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

*Our Trust wide standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

## Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

### C. Recording Decisions and Retention of Evidence and Data

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

- *We will ensure that teachers/subject teams, Nominated Managers and the Centre maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

## Authenticating evidence

### D. Authenticating evidence

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

- *Robust mechanisms, which will include a signed declaration by students will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

## Confidentiality, malpractice and conflicts of interest

### Confidentiality

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

#### A. Confidentiality

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

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

### Malpractice

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

#### B. Malpractice

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

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

- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

## Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

### C. Conflicts of Interest

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

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

## External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to use External Quality Assurance of teacher assessed grades from Leaders across TCAT and to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

### A. External Quality Assurance (TCAT)

*This section outlines the arrangements we have in place to ensure teacher assessed grades receive External Quality Assurance before they are submitted to the exam boards.*

- Assessment Plans have been shared with external Sixth form leaders to support/advise on the reliability of the evidence base.
- Once grades have been issued and standardised internally, TCAT and with Sixth form Consortium leaders will sample examples of each proposed grade.

### B. External Quality Assurance (Examboards)

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

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

- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

## Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

### A. Results

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

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

## Appeals

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

### A. Appeals

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

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

# Priestley College Process

## Process

1. **Teaching teams to confirm specific evidence used as part of the portfolio of grades. This will be a combination of assessment which have already been taken and those planned for the future - 19<sup>th</sup> March 2021 – 29<sup>th</sup> March**
  - a. Teaching teams should consider the bullet points in Point 4
  - b. Teaching teams should complete section A of Appendix 3
  - c. Teaching teams involved in consultation, training and updates see Appendix 5

2. **Faculty Leads and Nominated managers to facilitate a moderation activity - 1<sup>st</sup> April- 23 April 2021**

**Faculty Leads and Nominated managers must ensure that:**

- a. Teaching teams have an opportunity to talk through rationale
- b. Teaching teams assess the reliability, validity and robustness of assessments being used.
- c. Teaching teams agree an understanding of the grade descriptors issued by each exam board.
- d. Faculty Leads and Nominated managers to complete section B of Appendix 3

3. **Centers to gather assessment data on students - 28<sup>th</sup> May 2021**

4. **Faculty Leads and Nominated managers work with teaching teams on their proposed awarding of CAGS and to rank order / band students in each assessment by 8<sup>th</sup> June 2021 at the latest. In doing this they must ensure robust moderation activity around this list is in place.**

**Faculty Leads and Nominated managers must ensure that:**

- a. Individual teachers /teams justify their decisions and explain the evidence used to reach conclusions
- b. Performance of students in each subject based upon ability on entry is compared to performance in previous years including the historic distribution of grades

**In making these judgements, Faculty Leads / Nominated managers should ensure that:**

- Audit was carried out on what had been taught and assessed. Assessments designed to test content that had been taught.
- In class assessments have been carried out fairly across teaching groups and the 'standard' for marking has been agreed between the team
- Access Arrangements have been taken account of when assigning a grade
- Exam board materials have been reviewed and considered for use for in class assessments
- Exam board grade descriptors have been used by teachers to support the process in arriving at grades
- Exam board markers (or nominated teacher with expertise in this area) has carried out double marking of select scripts to ensure a consistent and accurate standard of marking
- A tracker is / record is in place that documents raw scores for all evidence being used to arrive at grades and students have been ranked / banded
- Students are aware of what evidence will be used to inform a grade,
- Historical trend of performance of students in your subject with specific reference to prior attainment have been used to identify any harshness, inflation and Objectivity.

5. **SLT to sample CAGs against historical trends in data.**

6. **Senior Leaders, Faculty Management teams along with colleagues from TCAT and the Sixth Form consortium to quality assure all the above aspects and facilitate a sampling/moderation activity - 7<sup>th</sup> June – 10<sup>th</sup> June 2021**

**Senior Leaders, Faculty Management teams along with colleagues from TCAT and the Sixth Form consortium to quality assure all the above aspects and must ensure that:**

- a. Teaching teams have an opportunity to talk through centre methodologies and rationale for overall results compared to previous years including any specific differences in percentages of students achieving each grade
- b. A degree of challenge is provided to achieve a level of consensus
- c. Teaching teams provide examples of individual case studies and evidence used to assign grades

**7. Faculty management teams to make any amendments and submit final lists to Senior Leads/Heads of Centre - 11<sup>th</sup> June 2021**

**Faculty management teams must ensure that:**

- a. Any challenge from the QA process is taken into account
- b. A list of rank ordered / banded students is provided where deemed appropriate indicating the allocated grades
- c. A description of methodologies used to reach judgements and examples of where challenge has been taken in to account
- d. An explanation of overall results compared to previous years is provided including explanation of specific differences in percentages of students achieving each grade
- e. Teaching teams and managers provide a declaration that all steps detailed in this document have been taken and that, to the best of their knowledge, grades are accurate and fair - see Appendix 1

**8. Headteachers/Principals to quality assure/sample and submit declaration to Director of Quality and Standards for final approval 14<sup>th</sup> June. Centers can start to upload data to exam board website ready for sign off?**

**Heads will:**

- a. Provide a declaration to TCAT which provides assurance that all steps detailed in this document have been taken and that, to the best of their knowledge, grades are accurate and fair
- b. Provide an explanation of any significant grade variance from previous years
- c. Actively respond to any challenge put forward to them

**9. Headteachers to provide final sign off and submit grades to exam boards by 18<sup>th</sup> June 2021**

**Heads will:**

- a. Ensure a final set of grades for all pupils are entered on to exam board websites as agreed with the Director of Quality & Standards by 18 June

**10. Provide confirmation to the Director of Quality & Standards that all grades have been entered by 19<sup>th</sup> June 2021**

## Appendix 1 : Internal Quality Assurance for the awarding of grades

### Subject Details

<b>Subject:</b>	<b>Exam Board:</b>	<b># Candidates:</b>	<b># Classes:</b>
<b>Teaching Team:</b>		<b>Nominated Manager (moderator):</b>	
<b>Number of Students with Access Arrangements:</b>		<b>Class Teacher Names:</b>	
<i>Gives details of changes in your cohorts that need to be reflected in comparisons to other years</i>			

### Trend Analysis

Previous Outcomes	% high grades	% pass	ALPS	Notes
16-17				
17-18				
18-19				

### Current Cohort

20-21	% high grades	% pass	ALPS	Notes
Current cohort				
19-20 CAG				

### Process

- All subjects have used Appendix 3 SECTION A to create an assessment plan which outlines 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. This was then moderated before final assessments took place.**
- Please confirm that this Portfolio of Evidence has been agreed as credible, valid and robust at your subject moderation meeting.** Yes/No
- Please confirm that the following processes were taken when arriving at grades** Yes/No

Quality Assurance Declaration	Yes/No Y/N
1. Audit was carried out on what had been taught and assessed. Assessments designed to test content that had been taught.	
2. Students' grades have been determined using only the evidence detailed in the subject's Assessment Plan/Portfolio of Evidence, including any variations for individual students.	
3. Students are aware of what data will be used to inform a grade.	
4. Where applicable, students were given their approved access arrangements whilst producing the evidence contributing to the final grade	
5. Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was taken into account in determining candidates' grades according to the document <i>JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021</i> , and this has been documented below.	
6. The evidence has been authenticated as the candidates' own work.	

7. Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved schools or is dual registered).	
8. 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.	
9. At subject 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.	
10. At subject level, the teaching team have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments).	
11. Exam board materials have been reviewed and considered for use for formal assessments.	
12. Exam board grade descriptors have been used by teachers to support the process in arriving at grades.	
13. Assessments have been carried out fairly across teaching groups and the 'standard' for marking has been agreed between the team.	
14. A review has been completed in line with the college CAG policy. Records have been retained detailing all staff involved in the process, work reviewed, judgements and any adjustments made at a subject level. These records are readily available.	
15. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.	
16. A tracker/mark book is in place that documents raw scores for all evidence being used to arrive at grades and students have been rank ordered/banded.	
17. The teacher assessed grades for this subject have been signed off as being accurate by the Nominated Manager and one other teacher within the cluster. <i>[Note: the Head of Centre may provide the second signature where there is a one teacher subject.]</i>	
<b>Provide detail and justification where you have indicated N to any of the above:</b>	

**4. Teaching teams to agree their proposed awarding of CAGS and rank order/banding of students in each examination by 28th May 2021. Exceptions by agreement with the Vice Principal Curriculum and Quality.**

**5. Outline what steps have been taken to moderate work across your subject:**

**6. Please use the box below to detail any variations to the portfolio of evidence for individuals, if access arrangements / reasonable adjustments were not in place (Ensure that you include the names of the students, the details of the variation and the particular assessments affected).**

**7. Please use the box below to detail any variations to the portfolio of evidence for individuals, where Special Consideration has been applied because of a serious illness, bereavement or domestic crisis etc (Ensure that you include the names of the students, the details of the variation and the particular assessments affected).**

--

**8. Please confirm that the following processes were taken to ensure Objectivity**

Declaration	Y/N
All members of staff have completed the Hays online training: <u>Unconscious Bias</u>	
All students received Access Arrangements where applicable and where this has not been possible, this has been taken account of.	
Subject moderation and standardisation has taken place	
Students have had the opportunity to identify any mitigating circumstances they feel would disadvantage them and the effects have been taken account of where appropriate.	
Grades have been issued in an holistic manner, through an evidence based approach.	
Trends in grades have been reviewed to identify anomalies.	
<b>Provide detail and justification where you have indicated N to any of the above</b>	

**9. Raw marks for each assessment should be submitted centrally. Evidence to exemplify a range of grades should be presented to your moderator for validation.**

<p>Are the 20/21 outcomes inline with previous trends?</p> <p style="text-align: center;">Y/N</p>
<p>Explanation of any significant deviation from previous outcomes:</p>  
<p>I confirm that I have reviewed the evidence portfolios/trackers/mark book and I confirm that the above TCAT policy for awarding grades has been followed.</p> <p>Signed: _____ Date: _____</p>

<p>I confirm that I have reviewed the evidence portfolios/mark book and I confirm that the above that the TCAT policy for awarding grades has been followed.</p> <p>Signed: _____ Date: _____</p>
---

## 10. Senior Leader Declaration

I can confirm that the students have been taught sufficient content to allow progression to the next stage of their education and that the TCAT quality assurance process has been followed by the above subject in arriving at centre assessed grades.

Signed:

Date:

## Appendix 2 Priestley College guidance of weighting, reliability and validity

More weighting should be placed on the most recent and reliable sources of assessment data.

Ofqual recommends that teachers use:

- Students' work based on the exam board's assessment materials, like practice papers.
- Coursework, even if it's incomplete. Teachers shouldn't penalise students if they haven't completed it because their learning was disrupted
- Tasks your school has come up with that follow the same format as exam board materials and that are marked in the same way too, such as:
  - Substantial classwork or homework, including if students completed it during remote learning (if this is the case, teachers should make sure it's the pupil's own work)
  - Internal tests
  - Mock exams
- Records of a students' capability and performance in subjects such as music, drama and PE
- A pupil's overall progress and performance in a subject

GCSE, AS and A-level art and design: student grades must be based on the portfolio only, even if they haven't been completed.

### How should they balance different sources of evidence?

Teachers should consider:

- How recently students produced the work - more recent work is likely to give a better picture of performance
- Whether the work was appropriately challenging
- How confident they are that it's pupils' own work. Exam boards will investigate any suspiciously inauthentic evidence

Priestley College recommends the following as a guide to weighting:

Reliability	Evidence added our amended version
High	Assessments that took place under exam conditions, standardised across all students on a course and where marks were moderated by the teaching team.
High	Unseen assessments that follow the same format as awarding body materials and that are marked using awarding body mark schemes.
Medium	Previously seen tasks, as above
Medium	Key assessments completed in class
Medium	Key assessments completed at home, under controlled conditions
Low	Other assessments completed at home
Low	Assessments that only examine a small element of a required skill / bank of knowledge, e.g. paragraphs rather than full essays

## Appendix 3: Assessment Record for determining teacher assessed grades in Summer 2021

### Background

The College will ensure an Assessment Record for each subject cohort is collated, that includes the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded. Teacher's Assessment Records must take account of the guidance provided in the document: JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021

**SECTION A: Assessment Evidence Form** [To be completed by all teaching teams)

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). 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 (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades. *Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the additional form below.* Indicate which assessment objectives were covered in each piece of assessment evidence, and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

**Assessment Plan 2021**

Specification Information:					
•					
Assessment point including month completed	Unit / Paper / Topic	AO covered	Weighting	Reliability	Comment/Rationale

## SECTION B: Assessment Evidence Form Moderator Checklist for Assessment Plans

The proforma aims to ensure:

- the reliability and robustness of assessments being used for the portfolio of evidence
- consistency by following the Priestley policy on awarding grades

SUBJECT / COURSE \_\_\_\_\_

The moderator should complete the following checklist in discussion with subject teacher/s\*

Statement	Y/N or NA
1. Has the assessment plan identified a <b>broad range of evidence</b> over the course?	
2. Where applicable (eg. AS/A2 courses), is the planned 'weighting' of evidence in the two main assessment windows after Easter <b>within the range of between 40-60%</b>	
3. For VTQs with externally assessed units, is it clear how this is being evidenced?	
4. For VTQs, is it clear which units have been <b>adapted</b> (if any)?	
5. Is it clear that <b>sufficient content</b> has been covered to form the basis for a grade?	
6. Is it clear that sufficient evidence is being gathered to cover <b>all assessment objectives</b> ?	
7. Has the teacher/s considered the evidence reliability in relation to <b>authenticity</b> of student work?	
8. Has the teacher/s considered the evidence reliability in relation to <b>level of control</b> e.g. taken in timed conditions? Supervised?	
9. Has the teacher/s considered evidence reliability in relation to <b>marking</b> – was the mark scheme applied robustly. What internal standardisation processes have been applied?	
10. Has the teacher/s considered evidence reliability in relation to how <b>recent</b> the student's work is (which is likely to give a better picture of performance)?	
11. Is evidence being used <b>consistently</b> across the cohort?	
12. If applicable, is any <b>NEA</b> included in the plan?	
<b>Please note any changes to the assessment plan:</b>	

I declare that all steps detailed in the Priestley College checklist for assessment plans have been taken and that, to the best of my knowledge, the plans are as robust and objective as possible.

Moderator Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Teacher/s Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PLEASE SAVE THE CHECKLIST AND EMAIL TO 'SLT RECEPTION' :**

*\*You may also refer to JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021*  
<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>

## Appendix 4: Section A : A guide to the Special Consideration of Mitigating Circumstances 2021

### Introduction

Due to formal examinations not taking place this year, the usual process of centres submitting special consideration applications to awarding organisations for qualifications will not apply this summer, as special consideration is usually a percentage adjustment to the raw marks of the examinations which are affected.

As the range of evidence is flexible and can be tailored to an individual student according to coverage of the specification, then instances of special consideration should be limited. **Centres should be able to select work completed by a student where they were unaffected by adverse circumstances.**

Where a temporary illness, a temporary injury or some other event outside of the student's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account and **document how they have done so.**

Special consideration cannot be applied due to lost teaching and learning. This can be addressed through the flexibility of the range of evidence centres may use to determine students' grades. Students should only be assessed on the content of the specification covered.

In considering mitigating circumstances and what special consideration can be given, centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a student's ability to demonstrate his or her normal level of attainment in an assessment.

Centres must record how they determined the impact of the misfortune.

Students must be reminded to raise any mitigating circumstances which warrant special consideration. It is important that students raise these issues as soon as possible, ideally **at the time of the assessment and prior to the submission of the teacher assessed grade. (JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021)**

It is worth noting that the basis of issuing of Teacher Assessed Grades is on what a student has been able to demonstrate what they know and can do, not their potential ability.

### Aims

The following trust guidance aims to fairly manage the consideration of proposed mitigating circumstances raised by students, parents and carers, which have been suggested to have affected a candidate's portfolio of evidence being used to form a teacher assessed grade. It is based on the arrangements outlined by JCQ in ***A guide to the special consideration process General and Vocational qualifications With effect from 1 September 2020.***

### Section 1

#### What are special consideration and mitigating circumstances?

The usual process of centres submitting special consideration applications to awarding organisations for qualifications will not apply this summer, as formal examinations are not taking place.

**During normal working, special consideration is an adjustment to a candidate's mark or grade to reflect temporary mitigating circumstances such as illness, temporary injury or some other event outside of the candidate's control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.**

Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may affect performance in their assessment portfolios. It cannot remove the difficulty faced by the candidate. **This means that there will be some situations where candidates should not be entered for an examination.** This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the examination.

For 2021 special consideration will be given to students who have faced mitigating circumstance which centres are satisfied have had a material affect of a students performance.

Due to the national variability to the effects of COVID-19 on the disruption to learning, OFQUAL have not set out a minimum requirement for the issuing of grades other than stating that candidates must have “sufficient” coverage of the specification.

All examinations measure what a candidate knows and can do. **The overall grade(s) awarded must reflect the level of attainment demonstrated in the examboard grade descriptors.** The grades awarded do not necessarily reflect the candidate’s true level of ability if attainment has been considerably affected over a long period of time.

Where long term circumstances have prevented the candidate from reaching the competence standards, it may not be possible to make an adjustment.

## Section 2

### Which candidates will be eligible for special consideration?

The centre must be informed about mitigating circumstances 26<sup>th</sup> May following the process set out in section 4.

2.1 Candidates will be eligible for special consideration if their performance **in the evidence which is being used to issue a Teacher Assessed Grade**, is materially affected by mitigating circumstances beyond their control. These include:

2.1.1 temporary illness or accident/injury at the time the evidence was generated;

2.1.2 bereavement at the time the evidence was generated (where whole groups are affected, normally only those most closely involved will be eligible);

2.1.3 domestic crisis arising at the time the evidence was generated;

2.1.4 serious disturbance during an examination, particularly where recorded material is being used;

2.1.5 accidental events at the time the evidence was generated such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time;

2.1.6 failure by the centre to implement previously approved access arrangements for that specific examination series.

2.2 **Candidates will NOT be eligible for special consideration** if preparation for, or performance **in the evidence which is being used to issues a Teacher Assessed Grade** is affected by:

2.3.1 long term illness or other difficulties during the course affecting revision time, **unless the illness or circumstances manifest themselves at the time of the assessment**;

- 2.3.2 bereavement occurring more than six months before the assessment, **unless an anniversary has been reached at the time of the assessment or there are on-going implications** such as an inquest or court case;
- 2.3.3 domestic inconvenience, such as moving house, lack of facilities, taking holidays (**including school/exchange visits and field trips**) at the time of the assessment;
- 2.3.4 minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;
- 2.3.5 the consequences of committing a crime, where formally charged or found guilty; (However, a retrospective application for special consideration may be considered where the charge is later dropped or the candidate is found not guilty.)
- 2.3.6 the consequences of taking alcohol or recreational drugs;
- 2.3.7 the consequences of disobeying the centre's internal regulations;
- 2.3.8 the failure of the centre to prepare candidates properly for the examination for whatever reason;
- 2.3.9 quality of teaching, staff shortages, building work or lack of facilities;
- 2.3.10 misreading the timetable and/or failing to attend at the right time and in the right place;
- 2.3.11 misreading the instructions of the question paper and answering the wrong questions;
- 2.3.12 making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;
- 2.3.13 submitting no coursework or non-examination assessment at all, unless coursework or non-examination assessment is scheduled for a restricted period of time, rather than during the course;
- 2.3.14 missing all examinations and internally assessed components/units;
- 2.3.15 failure to cover the course because of joining the class part way through;
- 2.3.16 a disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate **at the time of the assessment** or where the disability exacerbates what would otherwise be a minor issue - (**difficulties over and above those that previously approved access arrangements would have alleviated**);
- 2.3.17 failure by the centre to process access arrangements by the published deadline.

### Section 3

#### How will special consideration to mitigating circumstances be delivered?

- 3.1 Special consideration will normally be given by applying an allowance of additional marks to each component affected within a specification. The size of the allowance depends on the timing, nature and extent of the illness or misfortune. The maximum allowance given will be 5% of the total raw marks available in the component concerned, including coursework/non-examination assessment. As 2021 grades are holistic judgements, it is not possible to take a formulaic approach and thus the individual circumstances of the case will be considered and responded to as in section 3.4.

3.2 The decision made by the teacher or the Head of Subject will be based on various factors which may vary from one subject to another. These may include:

- the severity of the circumstances;
- the date of the examination in relation to the circumstances;
- the nature of the assessment, e.g. whether written papers are affected as opposed to coursework/non-examination assessment, or whether a Practical Test or a Speaking Test is involved.

3.3 **Special consideration cannot be applied in a cumulative fashion.** For example, because of a recent trauma at the time of the examination **and** the candidate suffering from a viral illness. Special consideration should only be applied for the most serious indisposition.

Candidates or their parents/carers should, in the first instance, discuss the application of special consideration with the school or college concerned.

Private candidates must liaise with the school or college which made entries on their behalf about an application for special consideration.

3.4 **Where a candidate was not present for the time of the assessment or disadvantaged at the time, centres may choose to:**

1. Disregard the evidence and use the other range of evidence as the basis of their judgement
2. Provide an opportunity for the candidate to revisit the assessed piece.
3. Use an alternative piece of evidence with a similar characteristic in its place.
4. Place less of a weighting on the evidence when reviewing a student's portfolio of evidence, in a holistic manner.
5. Amend the evidence base to reflect the narrower coverage of the specification for which the students has had access to.

Where the request for special consideration fails to meet the criteria outlined in Section 2 it will be rejected.

## Section 4

### Processing applications for special consideration: Deadline 24<sup>th</sup> May 2021

#### Step 1

Mitigating circumstances should be communicated to the teachers at the College (see process below). It is important that you make clear which proposed evidence is affected, why it is believed to have been affected and how.

#### Step 2

The classroom teacher will consider the information provided alongside and explain to you and your child how and if consideration will be given to the mitigating circumstances proposed by 28<sup>th</sup> May '21

#### Step 3

In situations where the proposed mitigating circumstances are not clear or simple to address or you disagree with the response from the teacher, these decisions will be reviewed by a senior leader within the school.

**Section 1 of 4**

**Request for Variation to any part of the student Portfolio of Evidence**

Please use this form to raise any issues which you feel warrant special consideration.

It is important that you raise this issue as soon as possible. These issues will be considered by a panel of senior staff at the College and you/and your teacher will be informed of the outcome as soon as possible.

Name

ID

Tutor Group

**Section 2 of 4**

**Section A - Subjects Affected**

Please complete the form below to highlight which subject/subjects may be affected.

Subject 1

Subject 1 Teacher/s

Subject 1 Assessment Date

Subject 2

Subject 2 Teacher/s

Subject 2 Assessment Date

Subject 3

Subject 3 Teacher/s

Subject 3 Assessment Date

Subject 4

Subject 4 Teacher/s

Subject 4 Assessment Date

### Section 3 of 4

## Section B - Mitigating Circumstances

Before completing the form below, please refer to page 4 of the JCQ guide to the special consideration process for General and Vocational Qualifications.

<https://drive.google.com/file/d/1lugaHn13phoM90UVLMN6TdqL5yg6RhII/view?usp=sharing>

For full JCQ booklets, please copy and paste the link below into your browser.

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

Please provide details of any serious illness, bereavement, domestic crisis, that may have affected your performance at the time of assessment (in any part/s of the Portfolio of Evidence for this subject) including dates.

### Section 4 of 4

## Section C - Access arrangements/Reasonable adjustments

Before completing the form below, please refer to the JCQ guidance for Access Arrangements and Reasonable Adjustments.

<https://drive.google.com/file/d/1iBwS9oxsxuwpM2ngOl1GA6Db5fwNyZW/view?usp=sharing>

Please provide details, including date/s of how the lack of access arrangements on any part of the Portfolio of Evidence may have impacted on your performance.

<b>DECISION – Following submission of the Google Form, a panel of College leaders will meet to discuss each student on a case by case basis. Where appropriate the panel will:</b>	
Contact Parent / Carer/s	
Seek additional medical or supporting evidence	
Speak with College staff (e.g. Study Support Teams, Personal/Progress Tutors, teaching staff etc)	
Final decisions will be communicated with the student and teachers	

## Appendix 5: Staff consultation and Training prior to establishment of Portfolio /Assessment P

### Summary of Process:

1. All staff briefing, comprehensive review/consultation started: 1<sup>st</sup> March
  - the evidence needed to ensure fair and robust grading
  - our assessment calendar to establish key dates including formal assessment/s window/s
  - the advantages / disadvantages of using optional papers provided by the awarding bodies
  - effective moderation / quality assurance of this process
2. Google Survey to all teaching staff and information from SFCA Monday : 8th March
3. Priestley College Framework issued to staff all staff including guidance for Assessment Plans
4. Senior Leaders meet with a sample of Faculty Leads for Teaching Learning and Assessment to pool good practice around Assessment Plan Template for consistency and coverage of key themes eg. Holistic judgement, coverage of assessment objectives, reliability of evidence. 16th -18th March
5. Regular updates through staff briefing

