



**Greys Education Centre**  
An Alternative Provision Academy

# **BILTT - Greys Education Centre**

## **GCSE GRADING SUMMER 2021**

**For determining teacher assessed grades at  
Greys Education Centre**

Reviewed by RD April 2021  
Next Review April 2022

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## Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre.

The purpose of this policy is to give confidence to all stakeholders involved in the process, by ensuring that:

- our practice in relation to grading 2021 is entirely in line with our core values – Greys Education Centre
- our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications;
- teacher assessed grades are determined fairly, consistently and free from bias
- practices are consistent and effective within and across departments;
- effective processes are put in place, with clear guidelines and support for staff;
- all staff involved understand their roles and responsibilities;
- teachers are supported to take evidence-based decisions in line with Joint Council for Qualifications guidance;
- historical centre data is considered in the process, and there is appropriate decision making in respect of teacher assessed grades;
- the highest standards of internal quality assurance are implemented in respect to the allocation of teacher assessed grades;
- our centre meets its obligations in relation to equality legislation;
- there is a transparent process for communicating to students and their parents/carers on how they will be assessed, and the content of the evidence base.

## Roles and Responsibilities

This section outlines the personnel who have specific roles and responsibilities in the process of determining teacher assessed grades.

**Head of Centre (Rashida Din) has overall responsibility for Greys Education Centre as an examination centre. They will:**

- be responsible for approving our policy for determining teacher assessed grades;
- 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;
- ensure that all conditions have been met to sign off the Head of Centre declaration.

**Senior Leadership Team and Heads of Subject will ensure:**

- the Head of Centre is fully supported in the quality assurance of the final teacher assessed grades;
- effective and timely training and support for staff is provided;
- a consistent approach within and across departments to the determination of evidence, standardisation and the grade awarding process;
- staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- that all teachers makes consistent judgements about student evidence in deriving a grade.

- all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- teachers have the information required to make accurate and fair judgments.
- that a Head of Subject Checklist is completed for each qualification that they are submitting.

**Our teachers will ensure that 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.
- they assign teacher assessed grades which are fair, valid and reliable reflections of the assessment of the 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 (p20-26).
- produce an Assessment Record for each subject cohort, including the nature of the assessment evidence used, the level of control for assessments considered, and any other evidence which explains the determination of the final teacher assessed grades. Any necessary variations for individual students will be recorded.
- securely store and are able to retrieve the evidence to justify their decisions.

**Our Examinations Officer will:**

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services;
- ensure effective management of the process for Assessment Points from 12 April 2021;
- contribute to the secure management of assessments throughout the period;
- liaise with the Inclusion Faculty to ensure access arrangements and reasonable adjustments are made when necessary;
- ensure appropriate arrangements are made for private candidates.

**Our Governors will:**

- maintain oversight of the implementation of this policy;
- nominate two representatives to take part in quality assurance, and to keep the Full Governing Body informed.

**Training, Support and Guidance**

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

To achieve consistency and fairness, in line with our Intent,

- School leaders, including the Head of Centre, will attend webinars held by the Department for Education, the Association of School and College Leaders, JCQ and awarding organisations as appropriate to inform the process. They will also ensure that all key documentation is read and shared in an appropriate and timely fashion, between themselves and with other stakeholders;
- Heads of Faculty will attend regular briefings, and be supported in implementing the processes within their Faculties;

- Teachers involved in determining grades in our centre will attend centre-based training related to the process and read guidance documentation produced to support them in the process; (this will be differentiated by role – eg Assessment Team Leaders and Assessment Team Members)
- Teachers will engage fully with all training and support which is provided by the Joint Council for Qualifications and the awarding organisations;
- Other members of staff will take part in training as appropriate for their roles (eg Exams Officer, SENDCo, Data Lead, assessment supervisors, Internal Quality Assurance Team)

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

We will:

- provide mentoring from experienced teachers to NQTs at Greys Education Centre, and teachers less familiar with assessment;
- put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

### **Use of Appropriate Evidence**

This section indicates how we will give due regard to the section in the JCQ guidance entitled: Guidance on grading for teachers (pp20-26).

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- Evidence will be produced at a cohort level; any exceptions will be appropriately documented
- All student evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using 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 papers, sample papers, or centre-devised tasks which reflect the specification and replicate exam board materials
- We will ensure that a broad range of evidence is produced and assessed across the content taught and covering the Assessment Objectives for each subject to enable holistic judgments to be made.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks which reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use internal tests taken by pupils.

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.

The appropriateness of evidence and balance of evidence in arriving at grades will be ensured by:

- the level of control under which an assessment is completed being consistent for all students;
- providing an opportunity for students who are absent at the time of the assessment to complete it in school on their return in the same conditions as their peers;
- considering the specification and assessment objective coverage of each subject's assessment.
- considering the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

### **Determining Teacher Assessed Grades (based on evidence)**

This section outlines the approach our centre will take to awarding teacher assessed grades.

Our teachers who are Heads of Subject will:

- determine the content and weighting for each Assessment Point, the mark schemes and Assessment Team Leaders and Members;
- record how the evidence was used to arrive at fair and objective grades, which are free from bias;
- be familiar with the JCQ grade descriptors for their subject.

Our teachers who are Assessment Team Leaders for each Assessment Point will:

- manage the process of standardisation and marking
- maintain accurate records of the processes followed to ensure consistency in marking, using the IQA forms to do so;
- complete the Assessment Record for each Assessment Point and each subject cohort;
- record processes used where they necessarily deviate in any way from the centre's agreed approach (including any necessary variations for individual students) – and only after discussion with a member of the SLT;
- be familiar with the JCQ grade descriptors for their subject.

Our teachers ('Assessment Team Members') 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;
- raise any concerns about evidence with the Assessment Team Leader;
- ensure their marking is at the expected standards, by taking part in standardisation and sampling processes;
- be familiar with the JCQ grade descriptors for their subject.

### **Internal Quality Assurance**

This section outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions within and across subjects

We will ensure that:

- all staff involved in deriving teacher assessed grades read and understand this Centre Policy document;
- an internal standardisation process is carried out in every subject and across all grades;
- all teachers are provided with training and support to ensure they take a consistent approach to:  
arriving at teacher assessed grades
- assessing evidence
- reaching a holistic grading decision
- applying the use of grading support and documentation
- 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 review and reflect on individual grading decisions to ensure alignment with the standards as outlined by the awarding organisations.
- where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by the awarding organisations.
- 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 or with other centres as appropriate
- in respect of equality legislation, we will consider the range of evidence for students with protected characteristics which are included in our internal standardisation.

An Internal Quality Assurance Panel is established, with a remit to:

- ensure a fair and equitable approach to grading, in line with this Policy
- ensure all requirements from awarding organisations, DfE, JCQ and Ofqual are met
- ensure all staff practice with integrity, and manage confidentiality
- provide a number of levels and different facets of scrutiny of production and assessment of evidence and grade awarding
- ensure no student is disadvantaged because of a protected characteristic, lack of access or reasonable adjustment, or lack of consideration of mitigating circumstances

### **Comparison of Teacher Assessed Grades to Results for Previous Cohorts**

This section outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts taking the same qualification.

We will:

- compile information on the grades awarded to our students in past June series in which exams took place (2017-2019, wherever possible)
- 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
- prepare a succinct narrative on the outcomes of the review against historic data which (in the event of significant divergence from the qualifications level profiles attained in previous examined years) address the reasons for this divergence. The commentary will be available for 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:

- 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.
- bring together other data sources that will help to quality assure the grades we intend to award in 2021.

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

We will:

- omit subjects which we no longer offer from the historical data;
- ensure we are making 'like for like' comparisons, for example in Triple and Trilogy Science, where our cohort size and ability range has changed or in Languages, where the 'second' language changes annually.

### **Access Arrangements, Reasonable Adjustments and Mitigating Circumstances which may require Special Consideration**

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

We will:

- ensure that the necessary arrangements are in place when assessments are being taken, for students who have agreed access arrangements or reasonable adjustments (for example a reader or scribe);
- ensure students are made aware of the need to raise mitigating circumstances in relation to any of the Assessment Points with the centre;
- remove an assessment from the basket of evidence and obtain alternative evidence obtained where an assessment has taken place without an agreed reasonable adjustment or access arrangement;
- devolve responsibility for consideration of mitigations to the Internal Quality Assurance Panel (eg where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, when making judgements);
- 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;
- ensure all teachers have read and understood the document: [JCO – A guide to the special consideration process, with effect from 1 September 2020](#) to ensure consistency in the application of Special Consideration;
- devolve responsibility for consideration of mitigating circumstances to the Internal Quality Assessment Panel.



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

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

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

## **Objectivity**

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

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

Senior Leaders, Heads of Department 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);
- implement unique ID, rather than student names, for marking purposes, thus reducing the potential for bias through anonymisation of responses;
- bias in teacher assessed grades.

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

- unconscious bias can skew judgements;
- the evidence presented must be valued for its own merit as an indication of performance and attainment;
- grades must not be influenced by students' 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;
- any form of behaviour which is considered to be exerted to influence grading must be reported immediately to the Head of Centre

In addition, our internal standardisation processes will include different perspectives to ensure the quality assurance process is robust.

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

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

We will ensure that:

- teachers and Heads of Subject maintain records which show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades;
- evidence is maintained across a variety of assessments to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught;
- recording requirements are put in place for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions;
- we comply with our obligations regarding data protection legislation;
- the grades accurately reflect the evidence submitted;
- evidence is retained in a secure centre-based system which can be readily shared with awarding organisation(s);

- our IQA Panel maintains routine overview of processes, ensures completion of necessary admin and identifies any training needs throughout the process.

### **Authenticating Evidence**

This section 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.

- Each Assessment Point will be conducted at a common time for the whole cohort, and will be at high control to ensure common conditions for all students to produce authentic evidence;
- Students will sit each Assessment Point in the same venue – apart from those who have access arrangements or reasonable adjustments.
- Supervision at each venue will be in accordance with the centre’s training for Assessment Supervisors;
- Arrangements around supervision and authentication will be put in place for a student who cannot complete the assessment at the same time and in the same venue as others (eg for self-isolation, or a clash in the assessment schedule);
- Robust mechanisms for NEA will follow conventional requirements of awarding organisations to ensure authenticity, so that teachers are confident that work used as evidence is the students’ own and that only appropriate levels of support have been given to students, either within the centre or elsewhere.

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. (AQA [www.aqa.org.uk](http://www.aqa.org.uk); OCR [www.ocr.org.uk](http://www.ocr.org.uk); Pearson <http://qualifications.pearson.com>; WJEC: [www.wjec.co.uk](http://www.wjec.co.uk))

### **Confidentiality, Malpractice and Conflicts of Interest**

This section outlines the measures in place to:

- (i) maintain the confidentiality of grades, and to make students aware of the range of evidence on which those grades will be based;
- (ii) prevent malpractice, and other breaches of regulation, and to deal with such cases if they occur, and
- (iii) address potential conflicts of interest.

#### **Confidentiality**

- All staff at our centre will sign a confidentiality statement, acknowledging their responsibility to maintain the confidentiality of teacher assessed grades.
- All teachers 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.
- Where relevant, staff have declared any close relationship with students in Year 11 , and systems have been established to manage the assessments to remove conflicts of interest.
- All teachers have been given instructions on the management of assessments on the school site, in transportation and at home to ensure confidentiality and security is maintained.
- Relevant parts of this Policy, including details of evidence and confidentiality requirements, have been shared with parents and students.

## Malpractice

- 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

- To protect the integrity of assessments, all staff at our centre have declared any conflict of interest such as relationships with students.
- Our Head of Centre has taken 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](#).
- Processes will be safeguarded where there are potential conflicts of interest to ensure fairness and integrity within the system, and for appeal.

## Private Candidates

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

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal students.
- 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 students have been recorded on the appropriate class/student documentation.
- In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

## External Quality Assurance

This section outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades will be properly kept and be made available for review as required.
- All student evidence on which decisions regarding the determination of grades will be retained and will 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 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 which 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 outlines our approach to the receipt and issue of results to students, and the provision of necessary 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 Level 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 have been made aware of arrangements for results days.

## Appeals

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

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.

- All necessary staff will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Students will be appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to students and parents.

To be reviewed annually.