



---

# B4L GCSES FOR SUMMER 2021 POLICY

---

Weston Point College

# Contents

1. Statement of Intent.....	2
2. Roles and Responsibilities .....	2
3. Training, Support and Guidance .....	4
4. Use of Evidence .....	4
5. Additional Assessment Materials .....	4
6. Awarding Teacher Assessed Grades based on Evidence .....	5
7. Internal Quality Assurance .....	5
8. Comparison of Teacher Assessed Grades to results for previous cohorts .....	5
9. Reasonable adjustments and mitigating circumstances (special consideration).....	6
10. Addressing disruption/differential lost learning (DLL).....	6
11. Objectivity .....	6
12. Recording decisions and retention of evidence data.....	7
13. Authenticating Evidence.....	7
14. Confidentiality .....	7
15. Malpractice.....	7
16. Conflicts of Interest .....	8
17. Private Candidates.....	8
18. External Quality Assurance.....	8
19. Results .....	8
20. Appeals .....	9
21. Head of Centre Sign Off.....	9
22. Policy Review.....	9
23. Appendix 1 – Head of Centre Declaration.....	9

# 1. Statement of Intent

*The purpose of this policy is:*

*To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively across the whole school.*

- To ensure the operation of effective processes with clear guidelines and support for staff.*
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- To support our centre in meeting its obligations in relation to equality and SEND legislation/guidance..*
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*
- To provide a procedure which is effective and takes into account managing the well-being of staff and students.*

## 2. Roles and Responsibilities

**Head of Centre:**

- Our Head of Centre, Katie Anderson, will be responsible for approving our policy for determining teacher assessed grades.*
- Our Head of Centre will communicate actions in this Policy with the Bridge4Learning Directors.*
- Our Head of Centre has overall responsibility for Weston Point 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.*
- Our Head of Centre will communicate with parents/carers the stages involved in the generation of teacher assessed grades.*
- Our Head of Centre will endeavor to explain the assessment procedures and associated steps with the students.*

**Senior Leadership Team (SLT):**

Our Senior Leadership Team 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 the school and authenticating the preliminary outcome for all students.*
- *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 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 School Checklist is completed for each qualification that they are submitting.*

**Teachers/Instructors:**

Our Teachers/Instructors will:

- *ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this School 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.*
- *contribute to 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.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions*

**Examinations Officer:**

Our Examinations Officer will:

- *Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
- *Collate all requests from parents and students for special consideration and ensure that this information is shared with subject leaders;*
- *Be responsible for administration of our final teacher assessed grades and for managing the appeals process;*
- *Securely store the assessment evidence on which assessment decisions have been made.*
- *Ensure that all assessment of need has been carried out to provide access arrangements (reasonable adjustments) for all students who are entitled to these;*
- *Ensure applications for access arrangements have been lodged with the examination boards as appropriate.*

### 3. Training, Support and Guidance

- *Teachers involved in determining grades in our centre will attend weekly centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all weekly training.*
- *Teachers will read updates, information, guidance, and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Teachers will work in a way which is flexible and adaptable to new guidance in the best interests of the students.*
- *We will provide mentoring from experienced teachers to those less familiar with the current method of assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for those teachers who are less experienced with current mode of assessment.*

### 4. 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.*
- *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 or sample papers.*
- *We will use 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.*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*

### 5. 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 has not been taught.*

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

- *We will only use evidence of assessment grades which was completed under high control and under supervision of teachers.*
- *We will ensure that we are able to authenticate the work as the student's own, all work which will form the basis of evidence will be completed in school only.*
- *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.*

## 6. Awarding Teacher Assessed Grades based on Evidence

- *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 produce an Assessment Record for each subject cohort and will share this with the Head of Centre and SLT. Any necessary variations for individual students will also be shared.*

## 7. Internal Quality Assurance

- *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 the Head of Centre*
- *In respect of equality and SEND legislation and guidance, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*

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

As a SEND school there is wide and expected variation of performance between year on year cohorts. There needs to be an 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 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.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

## 9. Reasonable adjustments 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.*
- *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](#)*

## 10. Addressing disruption/differential lost learning (DLL)

- *Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student*
- *Most students have been taught the same content and covered almost the whole specification in every subject.*
- *When a student's attendance at school and at online lessons has been disrupted by COVID19 we will take their individual circumstances into account and consider all available evidence in order to award a grade.*
- *Students must have completed enough of any course for us to be able to award a grade and if we do not have evidence of engagement with a course, we will not be able to award a grade*

## 11. Objectivity

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

### **The Head of Centre, SLT and Teachers will consider:**

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

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

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

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

## 12. Recording decisions and retention of evidence data

- *We will ensure that the Head of Centre, SLT and Teachers 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).*

## 13. Authenticating Evidence

- *All work/assessment evidence used to generate grades will be completed in school under the supervision of trained and qualified staff. This work will be the student's own, and any support given will be documented. Regular Learning Walks/Supervision Checks/Lesson Observations/"Drop Ins" by the Head of Centre and SLT will ensure this is the case.*
- *The principle means of ensuring assessment evidence is authentic is conducting assessments under examination conditions, where possible.*
- *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 <https://www.aqa.org.uk> to support these determinations of authenticity.*

## 14. Confidentiality

- *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/carers.*

## 15. 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. [https://www.jcq.org.uk/wp-content/uploads/2020/09/Malpractice\\_20-21\\_v2-1.pdf](https://www.jcq.org.uk/wp-content/uploads/2020/09/Malpractice_20-21_v2-1.pdf)**

## 16. Conflicts of Interest

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with 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.*

## 17. Private Candidates

- *We do not have private candidates*

## 18. External Quality Assurance

- *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 meticulously 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.*

## 19. Results

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

## 20. Appeals

- *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 Post 16 y 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.*

## 21. Head of Centre Sign Off

The head of centre is required to confirm that the grades are a true representation of student performance. If the head of centre is unavailable to do this, it may be delegated to a deputy. The head of centre will be required to submit a declaration when the data is submitted. Please see Appendix 1.

## 22. Policy Review

***This policy will be reviewed by the Head of Centre as and when directed by the JCQ and other examining bodies.***

***Issue Date: 27/04/2021***

## 23. Appendix 1 – Head of Centre Declaration

## HEAD OF CENTRE DECLARATION FORM – CENTRE 40775:

I confirm that:

- these grades have been checked for accuracy, reviewed by a second member of staff and are accurate and represent the professional judgements made by my staff
- entries were appropriate for each candidate in that students entered were those already studying the course, and each candidate has no more than one entry per subject
- my centre has met the requirements set out by exam boards/JCQ for internal quality assurance
- I am satisfied that each student's grade is based on an appropriate broad range of evidence, including evidence from other centres, providers or specialist teachers if relevant, and is their own work
- each student has been taught an appropriate amount of content to provide the basis for a grade
- access arrangements and reasonable adjustments were provided with appropriate input from the SENCo and other specialists (and where they were not, that has been taken into account)
- I and my staff have taken note of the Ofqual guidance on making objective judgements, judgements have not been influenced by pressure from students, parents or carers, and I am confident that the judgements are fair
- all relevant student evidence and records are available for inspection, as necessary

Head of Centre: Katie Anderson

Signed: \_\_\_\_\_

Exams Officer: \_\_\_\_\_

*Please print name*

Signed: \_\_\_\_\_

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

**Contact Details for Head of Centre 40775:**

**Katie Anderson  
Weston Point College  
Picow Farm Road  
Runcorn  
Cheshire  
WA7 4UN**

**01928 574667**