

Ratcliffe College

Awarding Grades Policy 2021



GCSE, A/AS Level and Level 3 Applied Diploma Examinations
Process for Awarding Grades, Summer 2021

JCQ Approved

(see appendix E)

Criteria as laid out by Ofqual, the Secretary of State for Education, the Joint Council for Qualifications (JCQ) and Examination Boards for the determination of grades of external examinations Summer 2021.

Revised: 9 June 2021 v5

Contents

| | |
|---|----|
| Context..... | 2 |
| The Awarding of Grades Summer 2021 | 2 |
| Roles and Responsibilities | 3 |
| Training and Support..... | 6 |
| Teacher Assessed Grades | 6 |
| Evidence used to support grade decisions..... | 7 |
| Examination Boards, evidence, and support material | 7 |
| Will grades be compared to previous years data? | 8 |
| Data requested by Examination Boards..... | 8 |
| Assessment and Evidence | 9 |
| Retention of Evidence..... | 10 |
| Private Candidates..... | 11 |
| Teacher judgement and decisions on grades..... | 12 |
| SEND | 13 |
| Special Consideration | 13 |
| Undue pressure from parents, guardians, and students..... | 14 |
| Non-Examined Assessment - NEA - Coursework | 14 |
| Timeline..... | 15 |
| Quality Assurance Process | 15 |
| Internal Quality Assurance..... | 15 |
| External Quality Assurance..... | 16 |
| Appeals | 17 |
| Results..... | 18 |
| Autumn Examination Series 2021 | 18 |
| Ratcliffe College Procedure | 19 |
| Grades: | 20 |
| Conflicts of interest involving teaching staff..... | 20 |
| Head of Centre..... | 21 |
| Other Subjects and external qualifications affected:..... | 21 |
| References: | 21 |
| Appendices | 22 |

Rationale

The GCSE and A level Examinations: Process for Awarding Grades, Summer 2021 is designed to reflect the aims of the College's Mission Statement.

We aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential. Our Mission Statement is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have *"Strength of Mind, Strength of Values, Strength of Purpose"*. **The College understands the importance of fairness, objectivity and transparency when allocating Teacher Assessed Grades (TAGs).**

Context

Ofqual has been tasked by the Secretary of State for Education to devise a methodology for allocating GCSE and A Level grades for the summer of 2021. The Secretary of State for Education wrote to Ofqual giving them a detailed guidance on the form the process would take to allocate grades. Ofqual in response carried out a consultation¹ which Ratcliffe's was one of over 100,000 responses.

This policy is based on Ofqual's document - *"Decisions on how GCSE, AS and A level grades will be determined in summer 2021"*²

This document outlines the process Ofqual requires from schools and then how this will be used to allocate grades to students. The document confirms that there will be an appeals process should students be dissatisfied with their allocated grade(s) and that there will still be GCSE and A Level examinations for students who wish to sit them, at the beginning of the next academic year.

The rationale for this document is to guide Heads of Department and teachers through the process of allocating TAGs as requested by Examination Boards for the allocation of final GCSE and A Level grades in summer 2021. This also applies to the Level 3 Applied Diploma in Food Science offered by Eduqas (WJEC).

The Awarding of Grades Summer 2021

It was clear from the outset that the basis for schools to determine TAGs in 2021 would differ to the approach adopted in summer 2020.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953000/6743-1_GCSE_AS_and_A_level_grades_should_be_awarded_in_summer_2021.pdf

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf

In summer 2021, “...a student’s grade in each subject will be based on their teachers’ assessment of the standard at which the student is performing” **and that**, “grades this year should be based on teachers’ assessments of the evidence of the standard at which their students are performing; it should indicate their demonstrated knowledge, understanding and skills” and would be **evidence** based.³

This differs to summer 2020 when grades were decided based on the professional judgement of teachers of how a student would have performed had the examinations gone ahead.

Roles and Responsibilities

These relate to the awarding of grades in summer 2021 and are in conjunction with the roles and responsibilities already detailed in Ratcliffe College’s Examination Policies and job descriptions.

Head of Centre (Headmaster)

- Will delegate to the Senior Deputy Head the role of Head of Centre in the awarding of examination grades 2021.

Senior Deputy Head

- Will ensure the Centre has a robust and transparent policy for Awarding Grades Summer 2021 based on guidance published by Ofqual, JCQ and the Examination Boards.
- Will ensure that all necessary support is provided to staff to enable them to undertake their roles in awarding grades in summer 2021.
- Will ensure that the centre meets its commitment to submit the grades for summer 2021 in a timely manner and by the deadline set by the examination boards
- Will report any incidents of student and/or parental pressure to the Examination Boards under existing procedures as laid out in the JCQ publication, *Suspected Malpractice Policies and Procedures*.

Senior Leadership Team (SLT)

- Will ensure the College has a robust and transparent policy in place and that all necessary staff are aware of and comply with this policy.
- Will ensure that all Heads of Department and teaching staff are aware of their responsibilities in respect of awarding grades in summer 2021.
- Will ensure that Heads of Department and teaching staff are supported in their roles of determining grades.
- Will ensure that all staff receive any necessary training to enable them to complete their role in awarding grades in summer 2021.
- Will ensure that any information relating to the awarding of grades in summer 2021 is shared promptly with Heads of Departments.
- Will hold meetings with Heads of Departments to discuss grade decisions and will undertake a review of a random sample of student grades.

³ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions - GQ consultation on awarding grades in 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf)

- Will ensure staff are aware they can raise concerns about individual grades if they do not agree with a department decision.
- Will report any incidents of student and /or parental pressure to the Head of Centre immediately.
- Will report any incidents of suspected malpractice or maladministration immediately.

Head of Department

- Will ensure that all teaching staff within their department who has an input into the determination of grades in summer 2021, is aware of their roles and responsibilities in this policy.
- Will ensure that staff within their department are familiar with this policy.
- Will ensure that staff are aware of and have regard to the following JCQ and Ofqual documents:
 - *A/AS grade descriptors to assist with determining grades*⁴
 - *GCSE grade descriptors to assist with determining grades*⁵
 - *Worked examples to assist with determining grades*⁶
 - *Information for centres about making objective judgements*⁷
- Will ensure that grade decisions are holistic, fair and are based on the professional judgements of staff.
- Will ensure any member of their department who requires training or support in determining grades receives such training or support as required.
- Will ensure that all the necessary evidence (see appendix B) is considered in determining grades.
- Will ensure, wherever possible, evidence used to determine grades will be stored securely and will be accessible to SLT and Examinations Manager.
- Will ensure that teachers have considered any SEND status, and any known special consideration of student circumstances when determining grades.
- Will record all decisions taken and maintain records, easily accessible, to support all grade decisions
- Will ensure that all grades are communicated securely to the Examinations Manager in a timely manner.
- Will ensure that grades are not communicated to students, parents, or guardians prior to results day.
- Will ensure they bring any incidents of student and/or parental pressure to the attention of the Senior Deputy Head immediately via the email address circulated to all HoDs and teachers.
- Will report any incidents of suspected malpractice or maladministration immediately. Any concern relating to SLT must be reported to the Headmaster.

⁴ <https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-Grade-Descriptors-A-AS-Levels.pdf>

⁵ <https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-Grade-Descriptors-GCSE.pdf>

⁶ <https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-JCQ-Guidance-WorkedExamples.pdf>

⁷ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/970916/6749-4_Information_for_centres_about_making_objective_judgements.pdf

Teachers

- Will ensure they understand and follow the procedures laid out in this policy.
- Will ensure they have regard to the JCQ and Ofqual documents detailed above under Head of Department section.
- Will advise the Head of Department if any further training is required.
- Will ensure they make holistic, fair, and professional judgements when determining grades.
- Will ensure they have considered all the appropriate evidence (see appendix B) and have considered any SEND status, and any known special consideration affecting students.
- Will ensure that evidence used to determine grades is stored securely within the department and is accessible to SLT and Examinations Manager.
- Will participate in all department meetings to discuss grades.
- Will ensure they do not communicate the overall grades to students, parents, or guardians.
- Will ensure they bring any incidents of student and/or parental pressure to the attention of the Head of Department immediately via the email address circulated to all HoDs and teachers.
- Will report any incidents of suspected malpractice or maladministration immediately. Any concern relating to the Head of Department must be reported to the Senior Deputy Head.

SENCo

- Will ensure that all Examination Access Arrangements (EAA) are still processed even though physical examinations are not taking place in summer 2021.
- Will ensure that the EAA spreadsheet is maintained and shared with appropriate staff.
- Will ensure that staff are made aware of any late additions to the EAA spreadsheet to ensure the student's circumstances are considered when grading decisions.

Examinations Manager

- Will ensure all relevant communications from Ofqual, JCQ and the Examination Boards are shared with SLT.
- Will ensure any necessary amendments to the Awarding Grades Policy summer 2021 are made and that the policy is shared accordingly.
- Will ensure all grades received from the Heads of Department are stored electronically in a folder with restricted access.
- Will work with the Senior Deputy Head to ensure a random sample is undertaken.
- Will input the grades onto the Examination Board secure portals within the appropriate timescales.
- Will ensure that an independent cross-check of these grades is undertaken.
- Will undertake a final review with the Head of Centre, or delegated deputy, and will ensure the Head of Centre declaration is submitted to the Examination boards with the grades.
- Will ensure they bring any incidents of student and/or parental pressure to the attention of the Senior Deputy Head immediately via the email address circulated to all HoDs and teachers.
- Will report any incidents of suspected malpractice or maladministration immediately.

Training and Support

Whilst the Head of Centre retains overall responsibility to ensure staff are supported and trained to undertake their role in determining grades, this is effectively delegated to the Senior Deputy Head and other members of SLT.

On a day-to-day basis this responsibility also rests with Heads of Department to ensure their staff are aware of and understand the following documents:

- *Information for Heads of Centre, Heads of Department and Teachers on the submission of Teacher Assessed Grades: Summer 2021.*⁸
- *A/AS grade descriptors to assist with determining grades – referenced above*
- *GCSE grade descriptors to assist with determining grades – referenced above*
- *Worked examples to assist with determining grades – referenced above*

Departmental meetings will take place to discuss the evidence to be used and to standardise the approach to be taken. All members of the teaching staff are experienced professionals and will apply their professional judgement based on the evidence of performance for each student.

Consideration will be given to the use of the additional assessment material as produced by the Examination Boards along with the mark schemes and any exemplar material provided. The use of such material is not compulsory and decisions whether to use this material or not will be made by the individual departments. Appendix B outlines the evidence each subject area will use.

Where the need for training or guidance is identified, the Senior Leadership Team and/or the Head of Department will undertake this.

Teacher Assessed Grades

These grades should be based on a wide variety of information. Ofqual has said, *"...teachers should make a holistic judgement of each student's performance on a range of evidence relating to the subject content that has been delivered by their teacher (either in the classroom or via remote learning)."*⁹

⁸ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972387/6768-4_Information_for_heads_of_centre_heads_of_department_and_teachers_on_the_submission_of_teacher_assessed_grades-_summer_2021.pdf

⁹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf

Evidence used to support grade decisions

Ofqual and the UK Government have published guidance on what evidence teachers can use to determine a student's grades. This can include¹⁰:

- Student work produced in response to assessment materials provided by the Examination Board, including groups of questions, past papers or similar materials such as practice or sample papers.
- Non-Examination Assessment (NEA) work (often referred to as coursework), even if this has not been fully completed. Work on NEA's should continue. It should be noted that the regulations regarding NEA remain the same. The only difference is there will not be moderated by the Examination Boards. (Please see Appendix A, Controlled Assessment & Non-Examination Assessment Policy).
- Student work produced in centre-devised tasks that reflect the specification, that follow the same format as Examination Boards' materials and have been marked in a way that reflects Examination Boards' mark schemes - this can include:
 - substantial class or homework (including those that took place during remote learning)
 - internal tests taken by students
 - mock examinations
 - internal assessments (for Ratcliffe College Year 13 students these replaced the mock examinations in February/March 2021)
- Records of a student's capability and performance over the course of study in performance-based subjects such as Music, Drama, and PE.
- Records of each student's progress and performance over the course of study.

All subjects will use some or all of the above with the exception of ICT and IT (see below).

Examination Boards, evidence, and support material

Examination Boards have yet to publish details of the test papers they are providing to Centres for teachers to use or details of their support materials. This includes the question papers that can be used to support/inform grade decisions. The use of the Examination Board produced question papers is not compulsory. Ratcliffe College will allow departments to decide on an individual basis in consultation with the Senior Deputy Head or appropriate member of SLT (see below).

Ofqual stated that Examination Boards "*will provide more advice about the range of evidence that centres will be able to use to support their teachers' judgements.*"

We are still waiting for the information and expect it to arrive at the end of March. We will update this policy as appropriate when this information is received.

¹⁰ These bullet points are heavily derived from the Government document

<https://www.gov.uk/government/publications/awarding-qualifications-in-summer-2021/awarding-qualifications-in-summer-2021>

Will grades be compared to previous years data?

Yes. Ofqual has said -

“Centres will also be encouraged, as part of their overall quality assurance, to consider the grades for this year’s cohort compared to cohorts from previous years when examinations have taken place, to make sure they have not been overly lenient or harsh in their assessment of the 2021 cohort.”

Ratcliffe College, as part of our internal quality assurance process, and in line with Ofqual guidance, will compare the grades awarded in summer 2021. We “... have arrangements in place to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts at the centre taking the same qualification in an exam year (2017, 2018 or 2019)”. We will achieve this by testing to see if the grades awarded for each subject are in line with the subject’s results using 95% confidence intervals. There may be exceptional circumstances where grades are outside the 95% confidence intervals: this must be agreed with the Senior Deputy Head.

Data requested by Examination Boards

Examination Boards will ask schools to generate, for each student, a TAG for all of their individual subjects.

Ratcliffe College will, therefore, provide a TAG for each student in each of their subjects. A TAG can only be submitted for students who have a valid examination entry in summer 2021. The College entered the students for GCSE, AS and A Level examinations by the deadline of 21st February.

Teachers will adopt a 5-step approach as detailed in the JCQ publication *Guidance on determining grades for A/AS Levels and GCSEs for Summer 2021*.¹¹

Step 1: Consider what has been taught

Step 2: Collect the evidence

Step 3: Evaluate the quality of the evidence

Step 4: Establish whether the proposed range of evidence is appropriate for all students

Step 5: Assign a grade

A Teacher Assessed Grade – “...will be based on teachers’ assessments of the standard at which their students are performing, and that the grade should indicate the student’s demonstrated knowledge, understanding and skills.”

A Teacher Assessed Grade - will be a holistic professional judgement, balancing the different sources of evidence. Teachers and Heads of Department will have a good understanding of their students’ performance, knowledge, and skills. Heads of Department and teachers will consider each student’s performance over the course of study and make a realistic judgement of the grade at which the student is performing. The available grades are:

- A Level
 - A* - E and U (ungraded).
- AS Level

¹¹ <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>

- A - E and U (Ungraded)
- GCSE & IGCSE
 - 9 - 1 and U (Ungraded)
 - Double Science will be graded on the 17-point scale 99 to 11 including U

TAGs must reflect the tier of entry (9 to 3 for higher tier; 5 to 1 for foundation, as well as U). The subjects which are tiered are Mathematics, French, German and Spanish.

Assessment and Evidence

The guidance states that:¹²

- Teachers must assess their students' performance, only on what content has been delivered to them by their teachers, to determine the grade each student should receive.
- Teachers can use evidence of a student's performance from throughout the course to inform their judgement.
- Teachers should determine the grades as late in the academic year as is practicable, and not confined to a defined window, to enable teaching to continue for as long as possible. However, the College must ensure all grades are input for submission by the deadline of 18th June 2021. Teaching of GCSE and A Level material will continue until the 16th and 17th June respectively.
- Schools and Colleges should use a broad range of evidence across the taught content to determine the grades before submitting the grades to the Examination Boards (the exception to this is ICT, IT and Art because of the regulations - see below).
- Heads of Centres will have to confirm that students have been taught sufficient content to allow progression to the next stage of their education, although Ofqual will not set requirements about the minimum amount of content that students must have been taught.
- Students should continue to work on their NEAs, including for Project qualifications. NEAs will be marked by teachers and will contribute to the overall grade, whether or not it has been completed, but Ofqual will not require Examination Boards to moderate NEAs.¹³
- In GCSE, AS and A Level Art and Design, the student's grade must be based on the portfolio only, whether or not it has been completed. As at the time of writing, we are waiting for confirmation from AQA regarding the process and this policy will be updated when this becomes available.
- For spoken endorsements in GCSE English language and GCSE Modern Foreign Languages, the Examination Board (Pearson) has stated that *"the result should be based on work that has been completed towards the endorsement."*¹⁴ For A level Sciences (Biology, Chemistry, and Physics), the Examination Board (OCR) states *"You should still aim to complete a minimum of 12 practical activities with your students, covering both the*

¹² [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions - GQ consultation on awarding grades in 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf)

¹³ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions - GQ consultation on awarding grades in 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf)

¹⁴ Telephone conversation between Ratcliffe College Examinations Manager and Pearson Examination Board 10th March 2021.

CPAC requirements and all apparatus and techniques. A minimum of 15% of marks in the written examinations will still cover indirect assessment of practical skills. We understand that externally imposed limitations, such as localised school closures, may make meeting the usual Practical Endorsement requirements difficult for some centres. In such cases, students may still be awarded a Pass in the Practical Endorsement if they have demonstrated competence in all of the CPAC, even if they haven't completed the usual minimum requirement of 12 practicals. In all circumstances, it's important that students are still taught about any apparatus and techniques they are unable to cover, as they will still be expected to answer questions about these in the examinations."¹⁵ The Head of Science has confirmed that all students have completed the practical endorsements.

- The deadline for submitting results for endorsements (spoken or practical) has been amended to 18th June 2021 and is aligned with the deadline for submitting TAGs to the Examination Boards. CIE has proposed a different submission deadline for their qualifications of 11th June. Confirmation of this is date is awaited.
- Private candidates should work with Ratcliffe College to provide "*evidence in line with the sort of evidence that other students will produce.*" Please see below for further detail on private candidates.

Retention of Evidence

JCQ has confirmed the following –

*"It is important that evidence on which a student's grade is based, including copies of the student's work **where available** and any mark records, is retained safely by the centre; it will be needed to:*

- *support the centre's determination of students' grades.*
- *the internal and external quality assurance processes; and*
- *the appeals process.*

Scanned copies of handwritten evidence or other digital documentation will be acceptable. Centres must also retain any information relating to a student's access arrangements, or personal circumstances affecting student performance, which might need to be taken into account during the process of determining a student's grade.

*Centres should keep records of student evidence and a record of any discussions with students around the evidence on which grades will be based readily accessible so it can be found if a student wishes to appeal their grade. If some evidence of students' work is not available, the marks can still be used in determining the final grade. The evidence that is available can be considered by the awarding organisations if the student decides to appeal."*¹⁶

The updated Ofqual guidance states that, "*Where student work completed before this guidance was published is no longer available, appropriate records should be included instead. For example, where mock exam scripts were returned to students for feedback, a*

¹⁵ Email received from OCR 10th March 2021.

¹⁶ <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>

copy of the mock exam paper and the grade boundaries used should be included alongside a record of the mark a

student achieved. Any work produced by students after this guidance was published on 24 March 2021 should be retained by the school or college if it is to be used as part of the evidence to support the grade.”

Therefore, subject teachers have been asked to collect and retain work completed by the students that is part of the evidence as stated in appendix B that students completed on or after 24th March 2021. To ensure consistency we have not asked teachers to include work completed before that date unless it is part of the NEA.

Private Candidates

Private candidates should work with Ratcliffe College so they can be “*assessed in a similar way to other students, using a range of evidence*” and that they should “*have the opportunity to be assessed on what they have learned*”.¹⁷

For private candidates the evidence should include, where possible, that used for current Ratcliffe College students. The College will take into account the particular circumstances of the private candidates in our approach to determining grades. Ofqual have therefore said that centres should be flexible in their approach to private candidates and this could mean when making judgement on private candidates’ grades, we can also consider the following¹⁸:

- Drawing on evidence from other educational institutions
- Conduct assessments remotely if necessary
- Set new centre-devised assessments that reflect what the student has been taught and the specification
- Rely more heavily on the board-provided assessment materials
- Exceptionally, conduct recorded oral assessments with the students where insufficient other evidence is available.

Over and above the specific advice for private candidates Ofqual have said that the following should also be considered “*Authentic evidence from other centres or established educational providers where a student might have studied during the course or such evidence from where a student has studied with the support of a specialist teacher or tutor.*”

At the time of writing, Ofqual have said that Examination Boards will produce further guidance that assists centres with private candidates. The date at which this will be released has not been given.

¹⁷ DRAFT GUIDANCE Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021

¹⁸ These are quoted directly from DRAFT GUIDANCE Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021

Teacher judgement and decisions on grades

Throughout the Ofqual document relating to the awarding of grades for summer 2021,¹⁹ Ofqual consistently refer to the “*judgement*” of teachers in the allocation of grades. At times this is referred to as “*academic judgements*.”

Ofqual has stated.

- *“We have decided that teachers should make a holistic **judgement** of each student’s performance on a range of evidence relating to the subject content that has been delivered by their teacher.”*
- *“We will require exam boards to put in place appropriate external QA. Every centre should have a check on its internal QA approach. The external quality assurance arrangements will be focused on making sure that the process and evidence used by centres to determine a grade is reasonable; it will not involve second-guessing teachers’ **judgements**.”*
- *“Changes to grades will only be made if exam boards find that the grade is not a reasonable exercise of academic **judgement**, rather than as a result of marginal differences of opinion, and only following discussion between the exam board and the centre.”*
- *“In coming to these holistic judgments, teachers will use their **professional judgement** to balance the full range of evidence available for each student.”²⁰*
- *“Each teacher assessed grade should be a **professional judgement**, balancing different sources of evidence and data. It is important that the centre’s grading judgements are objective; they should take account of existing records and evidence, as well as new evidence generated in the coming months, to demonstrate a student’s knowledge, skills and abilities in relation to the subject content that they have been taught.”²¹*

The overall Ofqual guidance does state that centres should aim to use consistent sources of evidence for a class or cohort that relate closely to the specification requirements', and the key principle that we are working to here is ensuring that all students within an individual department are graded consistently and objectively. That is not to say, however, that we will not be able to use our judgement to take mitigating circumstances into account and place less value on a single piece of work which could be an outlier. It is clear from above that our professional judgement should be used.

The College aims to ensure that all students are treated fairly. To mitigate against unconscious bias, we have asked all relevant teachers to read the ‘*Information for centres on making objective judgments*’. The link to this document is below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964683/6749-4_Information_for_centres_about_making_objective_judgements.pdf

All Heads of Departments (HoDs) will be asked at their meeting with the Senior Deputy Head if they have read and applied this document in their departmental decisions.

¹⁹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf

²⁰ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965648/6749-3_Summer_2021_GQs_-_Info_for_Heads_of_Centre.pdf

²¹ <https://drive.google.com/file/d/1SJM5m2yTkSR1G2wgYj1jV98oP7sh5LEN/view>

Ofqual state that “Centres should make sure that students are aware of the evidence that will form the basis of their final grade.”²² Appendix B details the evidence each department will use in determining students’ grades. There will be differences between the approaches taken by each department. Furthermore, as noted above, staff judgement is called for on the individual circumstances faced by students, including, but not limited to SEND issues, disability, pastoral issues and outlying pieces of data.

Every HOD has a named link of SLT, either, Assistant Head (Academic), Assistant Head (Head of Sixth Form), or Senior Deputy Head to discuss what information should be included in the decision making process and how this information should be interpreted ;

- The Senior Deputy Head will meet with the Assistant Heads to ensure consistency
- Senior Deputy Head - Heads of Science, Maths, ICT, DT, Academic PE, RS
- Assistant Head (Academic) - English, MFL, Music, Art, Food, Media, Latin
- Assistant Head (Head of Sixth Form) - Geography, History, Econ/Business, Drama

SEND

Heads of Department should also consider students with SEND, referring to the updated register of access arrangements.

Heads of Department and subject teachers should, where necessary, liaise directly with the SENDCo and relevant staff from the Learning Support Department to discuss students’ work and other relevant data in light of the advice. HoDs are reminded that there is a small number of students who were granted special arrangements post-mock examinations (only Year 11 students sat mock examinations) or with recent diagnosis of SEND.

Where students have an agreed reasonable adjustment (for example a reader or scribe), or other students have an agreed access arrangement, the judgement should take account of the impact of students not having access to these arrangements during the lockdown period.

Special Consideration

The normal special consideration process does not apply in summer 2021 as no examinations are being taken. As the range of evidence is flexible and can be tailored to an individual student according to coverage of the specification, instances of special consideration should be limited. Staff should be able to select work completed by a student where they were unaffected by adverse circumstances. Where this is not possible staff will have regard to individual circumstances when determining grades. This is supported by the following extracts:

“Since students are not taking exams this year, the usual special consideration arrangements will not apply. However, where illness or other personal circumstances might have temporarily affected performance, for example in mock exams, centre should take that into account when

²² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965648/6749-3_Summer_2021_GQs_-_Info_for_Heads_of_Centre.pdf

making their judgements. The JCQ guide to special consideration outlines the sorts of personal circumstances that should be taken into account.”

“More recent evidence is likely to be more representative of student performance, although there may be exceptions, for example where a student has experienced significant ill health since the earlier assessments.”²³

“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.”²⁴

Undue pressure from parents, guardians, and students.

Some students, parents and/or guardians may attempt to influence a teacher’s judgement about a student’s grades.

Students might attempt to gain an unfair advantage during the centre’s process by, for example, submitting fabricated evidence or plagiarised work. Such incidents would constitute malpractice and Ratcliffe College will report these to the appropriate awarding organisation in the normal way following JCQ documentation.

Students, parents and/or guardians, might also try to influence grade decisions by applying pressure to centres or their staff. If a student, parent, or guardian inappropriately attempts to pressure centre staff, this will be reported to the Senior Deputy Head, via a dedicated email address which has been circulated to staff.

The Senior Deputy Head will investigate all incidents of reported undue pressure and Ratcliffe College will report any such incidents as suspected malpractice to the Examination Boards.

The standard JCQ Suspected Malpractice policies and procedures 2020 – 2026, along with all the appropriate sanctions available to the Examination Boards, remain in force during summer 2021.

Non-Examined Assessment - NEA - Coursework

Work on NEA’s should be included within the suite of evidence, whether the assignments are completed or not. Students will continue to be directed by their teachers on their NEAs as appropriate. Schools are still required to follow existing procedures and ensure students are advised of their marks for any NEA work before the marks can be included in the grade decision process. Students will still have the opportunity to appeal these NEA scores (see appendix A).

²³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972387/6768-4_Information_for_heads_of_centre_heads_of_department_and_teachers_on_the_submission_of_teacher_assessed_grades-_summer_2021.pdf

²⁴ <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>

It is important to bear in mind that these NEA marks are not indicative of the overall subject grade, but only part of the evidence used to inform grade decisions.

Timeline

The deadline by which schools need to submit the TAGs to examination boards is 18th June 2021. Ratcliffe College will be working towards a date ahead of this to ensure that the externally set deadline is met.

Quality Assurance Process

The quality assurance process consists of two stages:

- An Internal Quality Assurance process
- An External Quality Assurance process

Internal Quality Assurance

As a result of the joint Ofqual and DfE consultation²⁵ schools are required to have in place an Internal Quality Assurance (QA) process which is subject to examination and approval from the Examination Boards. This Internal QA will include:

- This policy document which will be updated as and when necessary
- This policy document must be submitted to JCQ for approval by the Examination Boards between 12th April and 30th April. See further details under External Quality Assurance process below.
- Agreement regarding the approach to assessment, including whether and, if so, how examination boards' materials and other evidence would be used. (see Appendix B).
- Internal standardisation arrangements, so that all teachers in a centre making judgements in a subject did so in a consistent way, including a process for internal sign off of grades. (see Appendix C).
- A declaration by the Head of Centre that the grades submitted had been determined in line with the Centre's agreed approach and the Examination Boards' requirements.
- We will compare the grades awarded in summer 2021 with those awarded in 2020 and 2019. We will achieve this by testing to see if the grades awarded for each subject are in line with the subject's most recent results using 95% confidence intervals. As we mentioned above, a department can only go outside of this interval after agreement with the Senior Deputy Head.

Furthermore, Ofqual has stated that, *"Exam boards will publish requirements for schools' and colleges' quality assurance processes. Exam boards will review all schools' and colleges' quality assurance processes before they submit grades.*

²⁵ [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions - GQ consultation on awarding grades in 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf)

The head teacher or principal will submit a declaration to the exam board confirming they have met the requirements for quality assurance.

Schools and colleges can decide the exact timing for when they undertake internal quality assurance, provided they complete the necessary checks before the deadline to submit grades to the exam boards on 18 June.²⁶

As will be seen from Appendix C, the quality assurance process will be completed prior to the submission of grades.

External Quality Assurance

Ofqual has also stated that, “...examination boards will complete checks of the evidence for a sample of student grades in a sample of subjects, in a sample of schools and colleges over June and July.

The examination boards will determine which schools and colleges they visit, and which students’ evidence they review. The examination boards will decide whether the grades determined by the centre following quality assurance are a reasonable exercise of academic judgement of the students’ demonstrated performance. If they don’t find this to be the case the examination boards will ask the school or college to investigate.”²⁷

However, “Examination boards will **not** re-mark the student’s evidence or give an alternative grade. Grades would only be changed by the board if they are not satisfied with the outcome of an investigation or malpractice is found.”

The External Quality Assurance process will also check that all school and College leaders know what is expected of them and that they have put in place appropriate internal QA arrangements to support their teachers.

The External Quality Assurance process will have 3 stages²⁸ –

- Stage 1 – Centre Policy Review. Policy submitted for approval
- Stage 2 – Virtual Centre Visits between May and June (if necessary)
- Stage 3 – Post-Submission sampling
 - Sampling will be informed by -
 - Outcomes from Stage 1
 - Stage 2 policy review checks where a centre’s overall results profile for this year’s cohort appears to diverge significantly

²⁶ <https://www.gov.uk/government/publications/awarding-qualifications-in-summer-2021/awarding-qualifications-in-summer-2021>

²⁷ <https://www.gov.uk/government/publications/awarding-qualifications-in-summer-2021/awarding-qualifications-in-summer-2021>

²⁸ <https://www.icq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

- compared to the profiles of cohorts in years when examinations have taken place; and
- Where Examination Boards had concerns about a centre's policy.

Appeals

It has been confirmed that there will be an appeals process and that students will be able to appeal their grades. The appeals process for summer 2021 will consist of two stages:

Stage 1 – Centre Review

- Students who believe their grade does not reflect the standard of their performance should ask the College to check whether it made an administrative or procedural error. If it finds it made such an error and that, as a result, it submitted the wrong grade to the Examination Board we will explain the nature of our mistake and ask the Examination Board to change the grade.

Stage 2 – Appeal to the Examination Board

- If a student believes the College's judgement was wrong, or it did not follow its own procedure, they can ask the College to submit an appeal on their behalf to the Examination Board. The College will provide the Examination Board with the evidence used to determine the student's grade, together with the College's justification for the grade, the student's concerns and, if the Examination Board does not already hold it, details of the process used to determine the grade. The Examination Board will consider whether the evidence of the student's performance indicates that the grade represents a reasonable exercise of academic judgement:
 - if it decides the grade is supported by the evidence it will not change the grade.
 - if it does not, it will change the grade. The Examination Boards might also consider the process used by the Centre.

It is essential to remember that, as in any normal examination year, a student's grade can go up or down following an appeal.

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

- **At Stage 1:** The centre made an administrative error, e.g. an incorrect grade was submitted; an incorrect assessment mark was used when determining the grade.
- **At Stages 1 and 2:** The centre did not apply a procedure correctly, such as the centre did not follow its Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances such as illness.
- **At Stage 2:** The awarding organisation made an administrative error, e.g. the grade

was

incorrectly changed by the awarding organisation during the processing of grades.

- **At Stage 2:** The student considers that the centre made an unreasonable exercise of academic judgement in the choice of evidence from which to determine the grade and/or the determination of the grade from that evidence.

JCQ has published the full appeals process document on 8th June 2021. A Ratcliffe College policy and procedure will be published by the end of the summer term.

Results

In summer 2021, Results Days are earlier than normal.

| | |
|----------------------------------|---|
| Tuesday 10 th August | A Level, AS Level and Level 3 Applied Diploma results |
| Thursday 12 th August | GCSE and IGCSE results |

Parents and students will be written to on the actual details of Results Days when the College has the updated guidance on Covid-19 closer to these dates.

Under no circumstances can grades be discussed with students, parents or guardians before they are officially published on Results Day.

Teachers and HoDs are therefore asked not to share TAGs with students, parents or anyone else. The information should only be shared amongst relevant department members, the Assistant Head (Academic), the Assistant Head (Head of Sixth Form), Senior Deputy Head, Examinations Manager and Headmaster.

Autumn Examination Series 2021

Ofqual has published the outcome of their consultation on its proposals of the autumn 2021 examination series. The key points are:

- Any student who receives a teacher-assessed grade (TAG) this summer, or who an exam board reasonably believes would have entered for the exams in summer 2021 had they taken place, can take the corresponding GCSE, AS and A level exams in autumn 2021. In addition, any student who was aged at least 16 on 31 August 2021 can take the GCSE English language and maths exams, as is usually the case.
- We will require the exam boards to offer exams in all GCSE and A level subjects and to offer AS exams in Biology, Chemistry, Further Maths, Maths and Physics. Each exam board can decide whether to offer exams in the other AS subjects if it wishes to do so.
- An exam board will not have to offer exams in any subject for which it has received no entries by the entry deadline.
- The exams will be in their normal format, with no adaptations being made.
- Except for art and design qualifications, grades will be determined by students' performance in the exams only – there will be no non-exam assessments.
- For art and design qualifications, grades will be determined by students' performance in a task set and marked by the exam board.

- AS and A level exams will be held in October and GCSE exams in November and December. We will also allow, but not require, the exam boards to offer GCSE English language and GCSE maths exams in January 2022 for students who were eligible to enter the autumn exams in those subjects but did not do so.
- The usual arrangements for appeals and reviews of marking² will apply to the exam series.
- An exam board must issue a replacement certificate to a student showing the higher of an autumn 2021 or summer 2021 grade in response to a request from that student. We will not require the exam boards to provide replacement certificates for students showing the higher of the summer 2020 and the autumn 2021 grade.

The full document can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/983034/6782-1_GQ_decisions -
_Consultation on arrangements for an autumn 2021 exam series.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/983034/6782-1_GQ_decisions_-_Consultation_on_arrangements_for_an_autumn_2021_exam_series.pdf)

Ratcliffe College Procedure

Departmental Awarding of Teacher Assessed Grades.

HoDs have been sent the Ofqual document²⁹ and commenced departmental meetings (at the beginning of March) to discuss the range of evidence they will use; departmental plans to use support material from the Examination Boards (when this becomes available) and to record these plans for discussion with members of the College leadership team (see above).

The Senior Deputy Head and Assistant Heads will meet with Heads of Department to explain the procedures as outlined below and answer queries regarding the process (see Appendix C). Following the initial meetings, the HoDs will be asked to arrange departmental meetings with the relevant members in their departments who are involved in teaching the relevant students. Each department should have two meetings. The records of these meetings will be a completed table that includes the names of all candidates and grades. A HoD, who does not have another member of the department, will meet with the relevant member of SLT to hold the departmental meeting and award grades.

The teachers involved in the meetings must all be in agreement with the grades awarded.

The HoD will be asked at the meeting with the Senior Deputy Head if all the members of staff involved in the meeting are in agreement with the data submitted.

If not, the member of staff can lodge an appeal to the Senior Deputy Head and Assistant Head Academic. The Senior Deputy Head will have the final say. All Senior School teachers will be made aware of the policy. They should contact the Management Assistant after their Departmental meeting if they have any issues with the process or the outcomes.

²⁹ <https://www.gov.uk/government/publications/awarding-qualifications-in-summer-2021/awarding-qualifications-in-summer-2021>

The Senior Deputy Head, before meeting the HoDs and receiving the data, will send details of a random sample of students to an Assistant Head and Examinations Manager.

During the HoDs meeting with the Senior Deputy Head, they will be asked questions about the sample, with each HoD, to confirm that the process outlined by Ofqual has been followed. At the end of the meeting, the Senior Deputy Head will ask the HoD to confirm that they are certain that the process for awarding the TAGs was fair and they are confident that the data submitted is accurate. They will be asked to sign off on the data (two teachers per department) and the process undertaken. The Senior Deputy Head will then confirm with the Assistant Head Academic, before the meeting ends, that the Senior Deputy Head has followed the process, as outlined above.

Grades:

The Senior Deputy Head will emphasise the need for judgements to be objective and fair. Teachers will ensure that -

“... a holistic judgement of each student’s performance on a range of evidence relating to the subject content that has been delivered by their teacher (either in the classroom or via remote learning)

“a grade will be based on teachers’ assessments of the standard at which their students are performing, and that the grade should indicate the student’s demonstrated knowledge, understanding and skills.”

Therefore, the Senior Deputy Head will be required to submit the following declaration when the data is submitted.

I confirm that these centre assessment grades of students are accurate and represent the professional judgements made by my staff, and that entries were appropriate for each candidate. Having reviewed the relevant processes and data, I am confident that they honestly and fairly represent the grades the criteria that:

“... a holistic judgement of each student’s performance on a range of evidence relating to the subject content that has been delivered by their teacher (either in the classroom or via remote learning)

“a grade will be based on teachers’ assessments of the standard at which their students are performing, and that the grade should indicate the student’s demonstrated knowledge, understanding and skills.”

and that they have not been disclosed to either the candidate or their parent/guardian. I understand that Examination Boards will conduct an External Quality Assurance process.

Conflicts of interest involving teaching staff.

This is likely to occur if a teacher has a son/daughter taking external examinations in the College. This will be dealt with on a case-by-case basis. The College will ensure that staff

members who have a conflict of interest will not be involved in the discussion of grades or ranking that involve class sets that include their child/children. Furthermore, staff members, who have a conflict of interest, will not have access to the grades or rankings allocated to any of their child's groups, before, during or after the process of awarding grades and rankings. It remains the College's responsibility to ensure that all other processes are followed, as outlined in this policy.

Head of Centre

The Headmaster has delegated the responsibility for the Awarding Grades 2021 process to the Senior Deputy Head. The Senior Deputy Head will sign off the Centre Declaration on behalf of the Headmaster.

Other Subjects and external qualifications affected:

Mathematics

The documentation from Ofqual states that students who have a valid examination entry will be eligible for a TAG in summer 2021. This means students in Year 12 studying Further Mathematics will receive a TAG for A Level Mathematics in summer 2021.

Chinese

As above, year 10 and 12 students who have a valid examination entry for summer 2021 will receive a TAG for IGCSE and A Level Chinese.

ICT

The IGCSE, AS and A level ICT qualifications are not regulated by Ofqual. The examination board, CIE, has said they will issue grades using the criteria listed in our letter dated 1st March 2021 (See Appendix D).

This policy applies to the Senior School and was written by:

K Ryce, Senior Deputy Head
J Davis, Assistant Head - Academic
D Charlish, Examinations Manager

Updated: 9 June 2021

References:

Decisions on how GCSE, AS and A Level grades will be determined in summer 2021 – Ofqual

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf

Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021 – JCQ

<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>

A/AS grade descriptors to assist with determining grades - JCQ

<https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-Grade-Descriptors-A-AS-Levels.pdf>

GCSE grade descriptors to assist with determining grades - JCQ

<https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-Grade-Descriptors-GCSE.pdf>

Worked examples to assist with determining grades - JCQ

<https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-JCQ-Guidance-WorkedExamples.pdf>

Information for centres about making objective judgements – Ofqual

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

Information for Heads of Centre, Heads of Department and Teachers on the submission of Teacher Assessed Grades: Summer 2021 – Ofqual

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972387/6768-4_Information_for_heads_of_centre_heads_of_department_and_teachers_on_the_submission_of_teacher_assessed_grades-summer_2021.pdf

Appendices

Appendix A

Controlled Assessment & Non-Examination Assessment (NEA) Policy

Rationale

The curriculum is designed to reflect the aims of the School's Mission Statement. We aim to help students develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and

academic achievement, and motivates them to grow to their full potential. Our Mission Statement is distilled into our Vision Statement, and our aim is to develop our children, pupils and students so that they have “Strength of Mind, Strength of Values, Strength of Purpose”.

Staff Responsibilities

Senior Deputy Head

- Accountable for the safe and secure conduct of all controlled assessments and non-examination assessments. Ensure assessments comply with JCQ guidelines and awarding bodies’ subject-specific instructions.
- At the start of the academic year, begin coordinating with Heads of Department/subject to schedule controlled assessments and non-examination assessments.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/problems over the timing or operation of controlled assessments and non-examination assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
 - Ensure that all staff involved have a calendar of events.
 - Create, publish and update an internal appeals policy for controlled assessments.

Heads of Department

- Decide on the awarding body and specification for a particular GCSE.
- Supply to the Examinations Office details of all unit codes for controlled assessments.
- Inform the Examinations Office if a member of their teaching staff is preparing a family member enrolled at the College for an assessment.
- Understand and comply with the general guidelines contained in the JCQ publications *Instructions for Conducting Controlled Assessments* and *Instructions for Conducting Non-Examination Assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments and non-examination assessments, including any subject-specific instructions, teachers’ notes or additional information on the awarding body’s website.
- Regularly check for specification updates on the awarding body website and inform teaching staff if any arise.
- Decide on the awarding body set tasks to be undertaken for the specification or design own task(s) using criteria and control set out in the specification.
- Set internal departmental deadlines, allowing teachers to meet the mark submission deadline published by the awarding body. This must take into account timescales for students being advised of their mark in case of appeals.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand planning procedures and how to manage non-examination assessments.
- Ensure that individual teachers and relevant support staff understand their responsibilities with regard to controlled assessment and non-examination assessments.

- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Be familiar with the JCQ special consideration rules should a special consideration application arise. Make sure all of the relevant evidence and information is collected for submission with the application.
- Complete Awarding Body mark sheets directly on to the Awarding Bodies secure sites and give a copy of the submitted marks to the Examinations Office.
- Keep students work securely until **19th September** or until all enquiries about results are completed, whichever is the latter unless the awarding body states otherwise. Work can be destroyed confidentially (after approximately 9 weeks) **23rd November**.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for Conducting Controlled Assessments* and *Instructions for Conducting Non-Examination Assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments and non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Understand planning procedures and how to manage non-examination assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Regularly check for specification updates on the awarding body website.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Make sure students understand what they need to do to comply with regulations for non-examination assessments and controlled assessments as outlined in the JCQ documents *Information for Candidates: Non-Examination Assessments* and *Information for Candidates – Controlled Assessments*.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Examinations Office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Inform students of their Centre assessed marks before marks are submitted to the awarding body.
- Post-completion retains candidates' work securely until the closing date for enquiries about results which is **19th September** unless the awarding body states otherwise. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre. Head of department is to destroy work confidentially after **23rd November**.
- Ask the appropriate Special Educational Needs Coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

NOTE: In relation to BCS ECDL Level 2 and Level 3 examinations:

- The Centre Manager (Head of IT/Computer Science) is to ensure invigilators are trained in accordance with the BCS Operations Manual and have passed the correct courses.
- All invigilators are observed regularly and comply not only with JCQ guidelines but are aware of the relevant section of the BCS ORM.
- Centre Manager is also to ensure that Invigilators are also not class teachers.

Examinations Office Staff

- Enter students for individual units and award codes before the deadline of entries. (i.e. controlled assessment, external examination or on-screen test)
- Where confidential materials are directly received by the Examinations Office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use. Provide teaching staff with any labels/bags where required to send off samples.
- On the few occasions where controlled assessment and non-examination assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment/non-examination assessment can be carried out, at the direction of the Academic Deputy Head and the Director of Curriculum.
- Make any valid requests to the awarding bodies for special consideration.

Special Educational Needs Coordinator/Additional Learning Support

- Ensure access arrangements have been applied for, after evidence of need has been collected.
- Work with teaching staff to ensure requirements for support staff are met.
- Organise/Provide staff to accommodate access arrangements.
- Ensure teaching staff are aware of students' access arrangements when confirmed by an assessor/collection of evidence.
- Ensure teaching staff allow access arrangements as a students' normal way of working.

Administration Staff

- A log must be kept at the main reception, recording the delivery of confidential materials and the despatch of controlled assessment/coursework samples.

This policy must be read in conjunction with, *Examination Risk Management*.

For GCE Sciences

This policy must be read in conjunction with.
 Practical Endorsement Policy – Science GCE
 Risk Assessment Practical Endorsement – Science GCE

Review

This Policy was reviewed by Kevin Ryce (Senior Deputy Head) and David Charlish (Examinations and Data Manager) September 2020.

Appendix B

GCSE GRADES

| SUBJECT | EVIDENCE USED BY DEPARTMENTS ALONGSIDE PROFESSIONAL JUDGEMENT |
|---------------------|---|
| ACADEMIC PE | Theory: 60% <ul style="list-style-type: none">● End of unit tests across the course● Year 11 Mock Examinations November 2020● Summer Term: 4x tests using resources from the Examination Board NEA - 40% |
| ART | Grades will be based on the Portfolio only. Students will hand in all work on Friday 19 th May. |
| BIOLOGY | <ul style="list-style-type: none">● Average GCSE topic test performance up until 19th Feb 2021● Year 11 Mock Examinations November 2020● Year 11 assessments completed in the Summer term |
| CHEMISTRY | <ul style="list-style-type: none">● Average GCSE topic test performance up until 19th Feb 2021● Year 11 Mock Examinations November 2020● Year 11 assessments completed in the Summer term |
| COMPUTING | <ul style="list-style-type: none">● Test results from across year 11 (30%)● Year 11 Mock Examinations November 2020 (30%)● NEA project work from J276 - marked and moderated (30%)● Second NEA project but from J275 which will test different areas from original (10%) |
| DESIGN & TECHNOLOGY | <ul style="list-style-type: none">● NEA - deadline 26th March - 60%● 40%: Internal assessment results over the course● Year 11 Mock Examinations November 2021● Internal Assessments - April- June 2021 x3 |
| DRAMA | <ul style="list-style-type: none">● Year 11 Mock Examinations November 2020● Component 1 - complete (Jan 8th)● Component 2 - (30th April) |

| | |
|---------|---|
| | <ul style="list-style-type: none"> ● Component 3 - Full section A x2 ● Component 3 - Full section B x2 <p>Component 1 - 40%</p> <p>Component 2 - 20%</p> <p>Component 3 assessments combined 40%</p> |
| ENGLISH | <p>English Language Only Groups</p> <ul style="list-style-type: none"> ● Year 11 Mock Examinations November 2020 (both papers) ● Substantial pieces of work from Autumn term 1 - year 11 ● Substantial pieces of work (Paper 2) from Remote Learning period ● Paper One (whole paper) - 'Heart of Darkness' March 2021 ● Imaginative writing - March 21 ● Summer Term - use of Examination Board materials, Paper 2. <p>50% of grade awarded is based on writing tasks 50% of result is based on reading tasks. The weighting of Paper 2 reading is higher (40%/60%)</p> <p>English Literature/Language Groups</p> <p>English Literature:</p> <ul style="list-style-type: none"> ● Year 11 Mock Examinations November 2020 ● Paper 2 (A Christmas Carol) Literature taken in examination conditions. ● Poetry assessment from end of year 10. ● End of module assessments for Macbeth, A Christmas Carol (year 10) ● Summer Term: Assessment on Macbeth, Assessment on A Christmas Carol <p>English Language (for joint award students):</p> <ul style="list-style-type: none"> ● Paper 1: Year 11 Mock Examinations November 2020 <ul style="list-style-type: none"> ○ 'Heart of Darkness' and Imaginative Writing- Whole Paper 1 (March 2021) ● Paper 2: <ul style="list-style-type: none"> Substantial pieces of work completed in period of remote learning Summer Term - use of Examination Board materials, Paper 2. <p>50% of grade awarded is based on writing tasks/ 50% of result is based on reading tasks. The weighting of Paper 2 reading is higher (40%/60%)</p> |
| FRENCH | <ul style="list-style-type: none"> ● Students' records of achievement over the course of study- Internal assessments records |

| | |
|-----------|--|
| | <ul style="list-style-type: none"> ● Year 11 Mock Examinations November 20 ● Internal assessments completed during Spring/Summer terms in listening, reading, writing. |
| FOOD | <ul style="list-style-type: none"> ● NEA2 written coursework and practical 3 hour exam, to be completed 23rd April. Results returned Monday 10th May - 50% of marks ● Year 11 Mock Examinations November 2020 ● Examination questions, starter and multiple choice questions from the Spring Term ● Examination Board questions completed in class from April-June |
| GEOGRAPHY | <ul style="list-style-type: none"> ● Year 11 Mock Examinations November 2020 ● Teacher data/evidence from a wider range of study across the course ● March 21 assessments: Paper 2 - focus on Nigeria, the development gap and Urban (Cities) ● Paper 3 - evaluation and source work skills (2020 - urban slums) April 2021 ● Paper 1 - UK landscapes - two assessments on (1) river and (2) glaciated landscapes May 2021 ● Skills and source evidence assessment in order to review a further subject skill set May 2021 |
| GERMAN | <ul style="list-style-type: none"> ● Students' records of achievement over the course of study ● Year 11 Mock Examinations November 2020 ● Internal assessments completed during Spring/Summer terms in listening, reading, writing |
| HISTORY | <ul style="list-style-type: none"> ● 3 main assessments done under examination conditions in class across the course (March 2020, October 2021 and March 2021). ● Year 11 Mock Examinations November 2020 ● 4 further assessments completed in the Summer term ● Papers 1 and 3 carry the greater weight (37.5% each) whilst the Paper 2 work carries 25% |
| ICT | <ul style="list-style-type: none"> ● iGCSE CIE ICT ● Complete a theory examination paper ● Practical questions from past papers x 2 |
| LATIN | <p>Language:</p> <ul style="list-style-type: none"> ● Year 11 Mock Examinations November 2020 ● GCSE paper March 2021 ● GCSE paper May 2021 |

| | |
|-------------|--|
| | <p>Literature:</p> <ul style="list-style-type: none"> ● Class tests devised on short sections of the texts completed during the course ● GCSE papers completed in April/May ● Examination Board materials completed in the Summer term. |
| MEDIA | <ul style="list-style-type: none"> ● NEA - To be completed by 26th March - marks to be given to students week commencing 19th April ● Year 11 Mock Examinations November 2020 ● Practice paper completed as Prep in December 2020 ● Marks log across whole course ● Incoming papers/assessment material from the Examination Board, to be undertaken in timed conditions in the Summer term. |
| MATHEMATICS | <p>GCSE Mathematics:</p> <ul style="list-style-type: none"> ● Record of Achievement test scores throughout the GCSE Course ● Year 11 Mock Examinations November 2020 ● Internal Assessments / Assessments provided by Examination Board ● Timed 45 minute Assessment held on Thursdays in the summer term <p>GCSE Further Mathematics:</p> <ul style="list-style-type: none"> ● Record of Achievement test scores throughout the GCSE Course ● Year 11 Mock Examinations November 2020 ● Internal Assessments / Assessments provided by Examination Board ● Timed 45 minute Assessment in weeks 3, 4, and 5 (in addition to Thursday assessment) in the Summer term. |
| MUSIC | <p>Performing (30%):</p> <ul style="list-style-type: none"> ● Performance workshops - Spring term 2021 <p>Composing (30%):</p> <ul style="list-style-type: none"> ● Only ONE composition required April 2021 <p>Listening & Appraising (40%):</p> <ul style="list-style-type: none"> ● X2 Year 11 Mock Examinations November 2020 ● Remote past paper February 2021 ● Past paper - March 2021 |

| | |
|-------------------|--|
| | <ul style="list-style-type: none"> ● Past paper - Summer term |
| PHYSICS | <ul style="list-style-type: none"> ● Average GCSE topic test performance up until 19th February 2021 ● Year 11 Mock Examinations November 2020 ● Year 11 assessments completed in the Summer term. |
| RELIGIOUS STUDIES | <ul style="list-style-type: none"> ● Internal assessment September 2020 ● Internal assessments December 2020 ● Year 11 Mock Examinations November 2020 ● Internal assessment February 2021 ● 3 assessments in the Summer Term 2021 ● Other substantial assessments completed over the course |
| SPANISH | <ul style="list-style-type: none"> ● Students' records of achievement over the course of study- Internal assessments records ● Year 11 Mock Examinations November 2020 ● Internal assessments completed during Spring/Summer terms in listening, reading, writing |

A LEVEL GRADES

| SUBJECT | EVIDENCE USED BY DEPARTMENTS ALONGSIDE PROFESSIONAL JUDGEMENT |
|---------------------|---|
| ACADEMIC PE | <ul style="list-style-type: none"> ● End of unit tests across the course ● Year 12 January assessment ● Pre-UCAS assessment ● Year 13 Internal Assessments ● Use of Examination Boards assessment materials - Summer 2021 <p>EAPI (Oral NEA) - completed by 26th March 2020 Theory accounts for 70% of grade, NEA accounts for 30%, equal split between Sport performance and Oral (15%).</p> |
| ART | <p>Art is marked on the Portfolio only. Portfolio days - Friday 23rd April 2021 and Friday 14th May 2021. Submit all coursework at the end of 14th May 2021 for marking including sketchbook, final piece and essay.</p> |
| BIOLOGY | <ul style="list-style-type: none"> ● Average Years 12 and 13 topic test performance up until 19th Feb 2021 ● Year 13 Internal Assessments completed March 2021 ● Year 13 topic tests March -June 21 |
| BUSINESS | <ul style="list-style-type: none"> ● End of Year 12 examinations ● Year 13 Internal Assessments ● Substantial pieces of prep work (including 12 & 20 mark questions) ● Assessments under examination conditions in the Summer Term 2021(examination style questions – ranging from 4 marks to 20 marks) ● Assessment during the week beginning 24th May. |
| CHEMISTRY | <ul style="list-style-type: none"> ● Average Year 12 and 13 topic test performance up until 19th Feb 2021 ● Year 13 internal assessments completed March 2021 ● Year 13 topic assessments March - June 2021 |
| DESIGN & TECHNOLOGY | <ul style="list-style-type: none"> ● NEA - deadline 19th April 60% |

| | |
|--------------------|---|
| | <ul style="list-style-type: none"> ● Year 12 Internal Assessment (Autumn Term) ● Year 12 Focused Projects ● Year 13 Pre-UCAS assessment ● Year 13 internal assessments - March 2021 ● Internal Assessments - April- June 2021 (x3) |
| DRAMA | <ul style="list-style-type: none"> ● Year 12 Internal Assessment ● Year 13 Autumn Internal Assessment ● Completed Component 1 performance and creative log (January 2021) ● February Internal Assessment ● 30 Mark Question on 'Accidental Death of an Anarchist' (April 21st) ● 40 Mark - Section A on 'Accidental Death of an Anarchist' (May 21st) ● Section A 30 mark 'Cat on a Hot Tin Roof' ● Section B 40 mark 'Cat on a Hot Tin Roof' Section A 10 mark ● Component 2 performance (text only) <p>Written assessments - 40% Component 1 - 40% Component 2 - 20%</p> |
| ECONOMICS | <ul style="list-style-type: none"> ● End of Year 12 examinations ● Year 13 Internal Assessments ● Substantial pieces of Prep work (including 10/12 & 20 mark questions) ● Assessments under examination conditions in the Summer Term (exam style questions – ranging from 4 marks to 20 marks) ● Assessment during the week beginning 24th May. |
| ENGLISH LITERATURE | <ul style="list-style-type: none"> ● NEA - Coursework - 20% ● Year 13 Internal Assessments (March) Poetry comparison and Othello ● Essay on Othello that took place during remote learning ● Further assessments on: Othello x 1 Prose Comparison x1 Poetry Comparison x1- recent work completed after March assessments. Dr Faustus x1 |

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|--|---|
| FRENCH | <ul style="list-style-type: none"> ● Year 13 Internal Assessments (March 2021) ● Students' records of achievement across the course including key pieces of work from Year 13, including essays, translations to and from the target language, reading and listening comprehension, oral marks achieved with weekly sessions with language assistants. ● In class assessments in the Spring/Summer terms to include listening, speaking, reading, essays, translations. |
| FOOD Diploma in Food Science and Nutrition | <ul style="list-style-type: none"> ● 26th March 2021 Unit 4 to be completed which is a research project - 50% of grade ● 21st May 2021 Unit 2 to be completed in an 8 hour time period of time although research time will be completed in class - 50% of grade |
| GEOGRAPHY | <ul style="list-style-type: none"> ● NEA - deadline Monday 17th May - 20% of grade <p>80% of grade from the following substantial pieces of work:</p> <ul style="list-style-type: none"> ● Essays from Autumn Term ● Year 13 Internal Assessments ● 'Changing spaces, making places': 16-mark essays ● 'Disease dilemmas': synoptic questions completed in class ● In-class assessments drawing from 'Earth's Life Support Systems' and 'Climate Change' |
| GERMAN | <ul style="list-style-type: none"> ● Year 13 Internal Assessments ● Students' records of achievement across the course including key pieces of work from Year 13, including essays, translations to and from the target language, reading and listening comprehension, oral marks achieved with weekly sessions with language assistants. ● In-class assessments in the Spring/summer terms to include listening, speaking, reading, essays, translations. |
| HISTORY | <ul style="list-style-type: none"> ● NEA - has been completed and is worth 20% of marks ● Assessments completed over the course (essays) ● Year 13 Internal Assessment ● Assessments from 22nd March - 17th May ● Work covering Papers 1 and 3 will be given a higher weighting as they make up a greater examination percentage. |
| ICT | AS CIE IT |

| | |
|-------------|--|
| | <ul style="list-style-type: none"> ● Past Paper – individual topics practical (three parts - video manipulation, database practical, spreadsheet practical) ● Past Paper – Online test (theory) ● Written Report covering several topics of the course. <p>A2 CIE IT</p> <ul style="list-style-type: none"> ● Past Paper – individual topics practical (three parts - website interactivity, graphics creation, animation creation) ● Past Paper – Online test (theory) ● Practical past paper – whole past paper questions from practical examinations. |
| MEDIA | <ul style="list-style-type: none"> ● NEA - To be completed by 26th March - marks to be given to students week commencing 19th April ● Year 12 Internal Assessment November 2020 ● Year 13 Internal Assessment March 2021 ● Redrafted Assessment after feedback February 2021 ● Range of practice questions which have been undertaken throughout the course (both in class and as prep) ● Marks log across the whole course ● Incoming papers/assessment material from examination board, to be undertaken in test conditions Summer Term |
| MATHEMATICS | <p>A LEVEL:</p> <ul style="list-style-type: none"> ● Record of Achievement test scores throughout the GCE Course ● Year 13 Internal Assessments ● Internal Assessments / Assessments provided by Examination Board <p>1, weekly, 45 minute Assessment, consisting of 4 Pure and 2 Applied Assessments, in the following order: 2 Pure, 1 Stats, 1 Mechanics, 2 Pure.</p> <p>FURTHER MATHEMATICS:</p> <ul style="list-style-type: none"> ● Record of Achievement test scores throughout the GCE Course ● Year 13 Internal Assessments ● Internal Assessments / Assessments provided by Examination Board <p>2, weekly, 45 minute Assessments, consisting of 4 Core Pure and 2 Further Pure and 2 Further Mechanics Assessments, in the following order:</p> |

| | |
|-------------------|---|
| | Core Pure and Further Mech 1 followed by Core Pure and Further Pure 1. This is repeated fortnightly. |
| PHYSICS | <ul style="list-style-type: none"> ● All test data across the course ● Average Years 12 and 13 topic test performance up until end of Spring Term 2021 ● Year 13 Internal Assessments completed March 2021 ● Year 13 topic tests completed between 1st March and June 2021 |
| RELIGIOUS STUDIES | <ul style="list-style-type: none"> ● Year 12 Internal assessments ● Year 13 Internal Assessments - March 2021 ● Assessments in the Spring- Summer terms; 1 Philosophy / 1 Ethics / 1 Theology ● Other substantial assessments completed over the course |
| SPANISH | <ul style="list-style-type: none"> ● Year 13 Internal Assessments ● Students' records of achievement across the course including key pieces of work from Year 13, including essays, translations to and from the target language, reading and listening comprehension, oral marks achieved with weekly sessions with language assistants. ● In class assessments in the Spring/Summer terms to include listening, speaking, reading, essays, translations. |

Appendix C

Internal standardisation and quality assurance arrangements.

- The **Awarding Grades Policy 2021** is written.
- The **Awarding Grades Policy 2021** is approved by the Headmaster.
- The **Awarding Grades Policy 2021** is shared with parents, students and staff.
- Senior Deputy Head meets with the Assistant Heads - Academic and Sixth Form- to ensure support given to departments in deciding what information to use.
- Senior Deputy Head and Assistant Heads meet with Heads of Departments (HOD) to ensure they agree with this policy and understand what data they are to use.
- HOD and subject teachers meet to discuss what information is to be used. HOD completes Departmental Assessment Record (see below).
- Subject teachers to complete Individual Candidate Assessment Record form (see below).
- Departmental meetings take place to discuss and determine each student's grade.
- HOD completes Head of Department Checklist/Declaration (see below).
- Senior Deputy Head to generate a "blind" sample for each subject and will question the HOD about the grades awarded to this sample of students. Management Secretary will arrange meetings between the HOD, Senior Deputy Head, an Assistant Head and Examinations Manager.
- All meetings are held whereby the Senior Deputy Head asks the HOD to confirm the process the department used and to question the grades for the random sample of students. The HoDs will also be asked about their objective judgments and SEND students (see relevant section in policy).
- Examinations Manager will input the grades to the Examination Boards portal.
- Input grades will be independently checked by either the Assessment Co-Ordinator or the Examinations Assistant.
- Grades input by cross-checked by the Senior Deputy Head before submission to the Examination Boards and signing off on the documentation.

Head of Department Checklist / Declaration

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

Department Name:

Subject Title and Subject Code:

| Declaration | Y/N |
|--|-----|
| 1. Students' grades have been determined using only the evidence detailed in the subject's Assessment Record, including any variations for individual students. | |
| 2. Where applicable, the students were given their approved access arrangements whilst producing the evidence contributing to the final grade and the access arrangements have been documented in the Assessment Record. | |
| 3. Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was taken into account in | |

| | |
|---|--|
| determining candidates' grades according to the document <i>JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021</i> , and this has been documented in the Assessment Record. | |
| 4. The evidence has been authenticated as the candidates' own work. | |
| 5. Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved schools or is dual registered). | |
| 6. The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. (<i>Significant deviations are explained below.</i>) | |
| 7. At departmental level, we have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidates, where appropriate, by all teachers. | |
| 8. At departmental level, the teaching team have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments). | |
| 9. A review has been completed in line with the school assessment and teacher assessed grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and any adjustments made at a Department level. (These Assessment Records are readily available on Google Drive.) | |
| 10. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation. | |
| 11. The teacher assessed grades for this subject have been signed off as being accurate by the Head of Department and one other teacher within the department. <i>[Note: SLT may provide the second signature where there is a one teacher department.]</i> | |
| Provide detail and justification where you have indicated N to any of the above: | |

Head of Department Name: _____
Signature: _____
Date: _____
Second Teacher Name: _____
Signature: _____
Date: _____

Departmental Assessment Record

| EVIDENCE TRACKER | Type of Assessment High Medium or Low control | Unit Covered/ Assessment Objectives covered | Unit covered/ Assessment objectives covered | Unit covered/ Assessment objectives covered (amend as necessary) |
|--|--|--|--|---|
| Assessment 1: <i>[e.g. Mock examination taken on 3 January 2020]</i> | <i>E.g. examination High control</i> | | | |
| Assessment 2: <i>[identifier]</i> | | | | |

| | | | | |
|--|--|--------------|--|--|
| Assessment 3: <i>[identifier]</i> | | | | |
| Assessment 4: <i>[identifier]</i> | | | | |
| Assessment 5: <i>[identifier]</i> <i>(please add/delete rows as necessary)</i> | | | | |
| If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- | | | | |
| Subject Title: _____ | | Subject Code | | |
| Head of Department: _____ | | Signature: | | |
| Date: _____ | | | | |
| Subject teacher: _____ | | Signature: | | |
| Date: _____ | | | | |

Individual Candidate Assessment Record Form:

Candidate name: _____ Candidate Number: _____
Teacher name: _____

| | | | | |
|--------|--------|------|-----|-------|
| GCE A2 | GCE AS | GCSE | EPQ | Other |
|--------|--------|------|-----|-------|

Circle Level:

Subject title: _____ Subject Code: _____

| | |
|---|---------------|
| Section 1: COVID Related Disruption – Learner Context | Y/N/NA |
| Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to their class peers</u> ? | |
| Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group? | |
| Has the disadvantage been considered in the determination of the final teacher grades? | |

| | |
|--|---------------|
| Section 2: Access Arrangements/Reasonable Adjustments | Y/N/NA |
| Is the candidate entitled to Access Arrangements/Reasonable Adjustments? | |
| Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade? | |
| If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade: | |

| | |
|--|---------------|
| Section 3: Mitigating circumstances (Special Consideration) | Y/N/NA |
|--|---------------|

| | |
|--|--|
| Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances? | |
| Has the mitigating circumstance been considered in the determination of the final teacher grades? | |

| DEPARTMENTAL EVIDENCE TRACKER | Marks taken into account |
|---|---------------------------------|
| Assessment 1: <i>[e.g. Mock examination taken on 3 January 2020]</i> | |
| Assessment 2: <i>[identifier]</i> | |
| Assessment 3: <i>[identifier]</i> | |
| Assessment 4: <i>[identifier]</i> | |
| Assessment 5: <i>[identifier]</i> <i>(please add/delete rows as necessary)</i> | |
| Candidate work from across the course consulted | Y/N |
| JCQ Grade descriptors consulted | Y/N |
| OVERALL GRADE DECISION Further notes, if necessary: | Grade: |

Head of Department: _____ Signature:

Date: _____

Subject teacher: _____ Signature:

Date: _____

Subject teacher: _____ Signature:

Date: _____

Subject teacher: _____ Signature:

Date: _____

(Additional signatures for shared classes)

Appendix D

Letter sent to Parents & Guardians 1st March 2021

1st March 2021

Dear Parents & Guardians,

Update - Awarding GCSE, AS, A Level and Level 3 Applied Diploma grades summer 2021

Further to our letter of 25th February, we would like to update you on some key points following the publication on the 25th February of the outcomes from the recent joint DfE and Ofqual consultation. In our previous letter we provided the links to this documentation.

At this stage, we are still waiting for information from the individual Examination Boards as regards the detailed process and procedures as to how the published outcomes will be applied. Furthermore, we are still to be issued with details of the appeals and the quality assurance processes. In addition, one Examination Board, Cambridge International Education (CIE), has provided some further information which is detailed below, and which **only** applies to International GCSE, International AS and International A Level in ICT and IT.

Key points from the DfE and Ofqual consultation: **(covering GCSEs, and A Levels offered by AQA, Pearson (but not International GCSEs in Science and Chinese*), OCR and Eduqas (WJEC).**

- Teacher Assessed Grades (TAGs) in 2021 will be based on the **standard at which the student is performing**, and will indicate the student's demonstrated knowledge, understanding and skill. This is different to 2020 when grades were based on how teachers believed a student would have performed had the examinations gone ahead.
- Teachers will assess a student's performance only on what content of the course has been delivered. Teachers will use **evidence** of a student's performance from throughout the course and will use a broad range of **evidence** across the taught content.
- Grades will be determined as late in the academic year as is practicable.
- Work from Non-Examined Assessments (NEA) can be used to contribute to the overall grade. Work towards NEAs should therefore continue.
- For GCSE and A Level Art, the student's grade must be based on their portfolio **only, whether or not it has been completed. Work on the portfolio can continue.**
- The Examination Boards will provide a package of support materials which will include questions, mark schemes and exemplar materials. However, the use of these support materials is **not** compulsory and is only part of the range of evidence teachers can use to determine grades.
- Schools will be required to produce Internal Quality Assurance procedures, and these will be subject to External Quality checks by the Examination Boards. Further detailed information on this has yet to be published. Therefore, although the College is currently putting together quality assurance procedures, these cannot be confirmed until the Examination Boards publish their procedures.
- Students will be able to appeal their grades. An approach to Appeals has yet to be published by the Examination Boards.

- Results days are:
 - 10th August for AS, A Level and Level 3 Applied Diploma grades.
 - 12th August for GCSE grades

Cambridge International Education (CIE).

The following information relates only to IGCSE, International AS and International A Level in ICT and IT.

CIE has published some details of its approach to awarding grades in summer 2021. It is important to note that CIE qualifications are not regulated by Ofqual in the same way that UK GCSEs and A Levels are, so their approach may differ to that required by the other Examination Boards (AQA, Pearson, OCR and Eduqas). These procedures may change once the other Examination Boards publish their approach.

CIE has confirmed that:

- Grades will be based on the ***demonstrated achievement*** of a student and not on a prediction of how they may have performed in an examination had it gone ahead.
- Each grade will be supported by a portfolio of three substantial pieces of work for each student and for each syllabus. CIE defines substantial as meaning a piece of work that has taken the student at least one hour of concentrated work to complete.
- The pieces of work in the portfolio must cover as broad a range as possible of the content and assessment objectives of the syllabus. Furthermore, the work must be from different topic areas and must include both practical and theoretical assessments (where applicable).
- For A Level grades, any work contained in the portfolio must be from the A2 part of the course only. No AS Level work can be included.
- There will be Internal and External Quality Assurance procedures and an Appeals process but detailed information about these areas have yet to be published.

In summary, the overall basis for awarding TAGs in summer 2021 will be different to the approach in 2020. Teachers will determine grades based on demonstrated performance and not on a prediction of how a student might have performed had the examinations gone ahead. These decisions will be evidence based and will utilise work from throughout the course so it is vital that students continue to engage fully with their studies and understand that all pieces of work may contribute to determining their overall grade.

We are awaiting further information on a number of issues and once these have been published, we will update you further.

Kind regards

K Ryce
Senior Deputy Head

*International GCSEs in Science and Chinese are not regulated by Ofqual and are not covered by the consultation. It is however anticipated that Pearson will apply the same approach to

awarding these grades as they will for UK regulated qualifications. Again, we are awaiting confirmation of this.

Appendix E

Notification of JCQ Approval



Having trouble seeing this email? Please see the [online version](#)

Stage 1 & 2 Completion of Summer 2021 Quality Assurance Process



26 May 2021

Centre Number: 25170
Dear Colleague,

Thank you for the submission of your Centre Policy. Stages 1 and 2 of the Quality Assurance Process have now been completed for your centre.

We can confirm that your submitted policy meets the requirements of the Joint Council for Qualifications Guidance.

The next stage in the Quality Assurance Process is the submission of your Teacher Assessed Grades, these must be submitted to awarding organisations by 18 June 2021.

Awarding organisations will be in contact with you shortly after 18 June to confirm the evidence and documentation that needs to be uploaded for Stage 3 of the Quality Assurance Process and prior to this date with guidance on how the upload process will work.

Please note that the timeframes for this activity are limited. As per the JCQ Guidance, it is a requirement that centres respond promptly to awarding organisation communications and provide all the required evidence and documentation in the timescales outlined.

For the summer 2021 series, awarding organisations are working collectively to support centres on their quality assurance. The awarding organisation supporting you has been determined by your centre number.

Thank you again for the submission of your Centre Policy.

Sent on behalf of the JCQ.