



St Bede's Catholic High School

Centre Assessment Policy – Summer Exams 2021

1. Statement of intent

- 1.1 This policy sets out the guidance, training and support provided to all staff in school in relation to the awarding of Teacher Assessed Grades (TAGS). It provides clear guidance to teachers, curriculum leaders and SLT as to what information must be considered and used in the decision of a TAG for each pupil in each of their subjects.
- 1.2 Every member of staff involved in the determination of awarding a TAG must read, understand and implement the policy. The Head of Centre will confirm compliance with the policy through the Head of Centre Declaration.

2. Roles and responsibilities

2.1 The governing body is responsible for:

- Monitoring the success of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Reviewing this policy on an annual basis, in conjunction with relevant members of staff.

2.2 The **headteacher** is responsible for:

- Ensuring this policy is adhered to consistently across the school.
- Familiarising themselves with relevant guidance from awarding bodies and the JCQ.
- Ensuring staff are supported and appropriately trained to undertake their duties in relation to examinations and assessments.
- Ensuring staff with responsibilities relating to assessment and examinations meet internal and external deadlines.
- Advising parents that they must not contact awarding bodies directly and that all queries must be directed to the school.
- Handling complaints regarding this policy in line with the school's Complaints Procedure Policy.

In relation to formal examinations, as the Head of the Centre, the headteacher is responsible for ensuring the school:

- Complies with relevant guidance from awarding bodies and the JCQ.
- Takes all reasonable steps to maintain the integrity of the examinations and assessments, including the security of all assessment materials.
- Delivers qualifications, as required by the relevant awarding body, in accordance with relevant equality legislation.
- Enables relevant staff to receive appropriate training and support to facilitate the effective delivery of examinations and assessments, and ensure compliance with the published JCQ regulations.
- Manages conflicts of interest in line with section 13 of this policy.
- Follows the Child Protection and Safeguarding Policy.
- Makes arrangements to receive, check and store examination materials safely and securely for as long as required.
- Makes arrangements to receive and issue material received from the awarding bodies to staff and pupils, and notify them of any advice and instructions relevant to the examinations and assessments.
- Allows pupils access to relevant pre-release materials, on or as soon as possible after the date specified by the awarding bodies.
- Cooperates with any monitoring visits from the JCQ or awarding bodies.
- Submits, in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments.
- Has a workforce that is able to deliver the examinations and assessments.
- Provides fully qualified teachers to mark non-examination assessments.
- Has arrangements in place to coordinate and standardise all marking of school-assessed work.
- Enables pupils to receive sufficient and up-to-date laboratory experience, or relevant training where required by the subject concerned.
- Complies with local health and safety rules.
- Provides the relevant contact information to awarding bodies and responds to the National Centre Number Register.

2.3 The **examinations officer** is responsible for:

- Familiarising themselves with, and following, relevant guidance from awarding bodies and the JCQ.

- Carrying out all necessary duties as directed by the headteacher.
- Collecting and interpreting assessment data.
- Implementing systems for identifying, assessing and reviewing ILPs for all pupils.
- Updating the SLT on the effectiveness of the provision, using local, national and school-level assessment data.

2.4 The **SENCO** is responsible for:

- Determining appropriate arrangements for pupils with SEND.
- Coordinating support for pupils with SEND.
- Reviewing relevant ILPs and managing statutory assessment for pupils with SEND.
- Class teachers are responsible for:
 - Setting individual targets for pupils.
 - Maintaining accurate pupil records.
 - Reporting progress to parents.
 - Contributing to ILPs, as required.
- Ensure that 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.

2.4 **Invigilators** are responsible for:

- Familiarising themselves with, and following, relevant guidance from awarding bodies and the JCQ.
- Ensuring all pupils have an equal opportunity to demonstrate their abilities, e.g. making sure no additional notes are brought into the examination room.
- Ensuring the security of the examination materials during examinations.
- Preventing and reporting possible pupil malpractice.
- Preventing possible administrative failure.

2.5 The **Senior Leadership Team** and **Curriculum Leaders** are responsible for:

- Section 4 - The use of appropriate evidence
- Section 5 - Determining Teacher Assessed Grades
- Section 6 - Internal and External Quality Assurance

3. Training, support and guidance

Teachers and classroom support staff are provided with a copy of this policy as part of their induction and are informed of any changes to this policy.

All teachers and classroom support staff are trained to identify pupils potentially at risk of need meeting their expected targets, so that appropriate support can be put in place for these pupils.

Teachers and classroom support staff receive regular and ongoing training as part of their development.

Invigilators are given appropriate training and a record of this training is kept.

4. The use of appropriate evidence

4.1 Teacher Assessed Grades will consider a wide range of evidence;

- The evidence will be subject specific. Each Curriculum area will decide on the most appropriate forms of evidence and provide this to the Head of Centre supported by a rationale for each method used.
- This list provides a range of possible evidence available to Curriculum areas to use to support their assessment;
- Classwork relating to the taught content of the course that can confidently show evidence of a pupils(s) working at a certain grade.
- End of unit assessments linked to key specification content
- Mock Examinations linked to key specification content
- NEA work linked to key specification content, this will be considered even if not fully completed.
- Past Paper Questions provided by examination boards linked to key content of the specification. As much as possible, when available, Curriculum areas will use the 2021 PPQs released to support this format of assessment.
- Homework linked to taught content of the course that can show evidence of pupil's progress and attainment of a certain grade.
- Coursework relating to key elements of the examination specifications
- Records of a student's capability and performance over the course of study in performance based subjects such as Music, Drama and PE.

4.2 Curriculum Leaders will provide the Head of Centre with their choice of assessment method and relevant rationale prior to the assessment work taking place. Only work that has been appropriately taught will be assessed.

4.3 Parents and Pupils will be informed of the school approach to arriving at Teacher Assessed Grades via a formal letter. Each Curriculum Area will make it clear to all pupils

which assessments will be used and if future assessments are to be used. Sufficient notice will be provided to allow for pupil's awareness of the importance of the assessment and to give preparation time.

5. Determining teacher assessed grades

5.1 All Curriculum Leaders will consider what content of the specification has been taught throughout the course. They will establish if this content has been taught in detail or superficially and make a judgment as to which content will be used to inform assessment or make up assessments that will take place in the Summer term 2021. The evidence used to make judgements will only include appropriate assessment of content that has been taught.

5.2 Curriculum Leaders, in conjunction with Classroom teachers will consider the range of evidence that has been collected for each pupil, this will take into account relevant work from the entirety of the course, but will focus largely on key assessments that will take place during the Summer 2021 term. This will allow teachers and Curriculum Leaders to make a holistic judgement of each student's performance on the range of evidence that links specifically to the qualification's specification content. For the range of assessment evidence that teachers will use see section 4.

5.3 Retention of evidence on which a student's grade is based, including copies of the student's work where available and any mark records, will be retained safely in the centre. Scanned copies of handwritten evidence or other digital documentation will be acceptable. If some evidence of student's work is not available, the marks can still be used in determining the final grade.

5.4 Curriculum Leaders, SLT and the Head of Centre will work to evaluate the quality of evidence and will be guided by Ofqual's guidance on submission of assessed grades. The main focus of the evaluation will consider; coverage of assessment objectives, coverage of content, authenticity (ensuring that the student's work is their own), what level of supervision was undertaken during the assessment and application of the mark scheme reviewing the evidence of internal standardisation. Although there will be no one type of evidence that takes precedence, evidence gathered in conditions that enable confidence about the authenticity of the students' work will give more confidence in the overall holistic judgement. More recent evidence is likely to be more representative of student performance, with some exceptions, and as such Curriculum Leaders will be directed to consider evidence in the Summer term as key, dominating pieces of evidence.

5.5 The school will work to ensure that all pupils are afforded the same opportunities in relation to the assessment opportunities that take place, in particular during the summer term. To ensure authenticity no pupil will be allowed to take an assessment outside of school or without a member of school staff present. This will mean that any pupil who is not attending will not be sent assessment work to complete at home unless an arrangement has been made to ensure supervision from a member of school staff. School will endeavour to meet the needs of all pupils who are not attending school, working parents and pupils, to ensure the integrity of assessments are maintained.

5.6 The Head of Centre, along with SLT will complete a quality assurance exercise with all Curriculum Leaders with the focus on ensuring that the range of evidence provided is appropriate and reflects each pupil accurately. These meetings will be documented. The focus will be that, where possible and appropriate, the same evidence is used for all pupils. Any exceptions will be documented by the Head of Centre. The evidence making up the assessed grade will only be based on evidence that the pupil has been taught. Some students may have missed a section of teaching for a valid reason due to long term illness or family bereavement. This could lead to appropriate and reasonable adjustments being made for a particular assessment or set of assessments. These adjustments will be determined by the Head of Centre in conjunction with the Curriculum Leader and class teacher.

5.7 The grade provided by a teacher will be subjected to quality assurance processes described. This may lead to a Teacher Assessed Grade being different to those grades provided directly by the teacher.

5.8 Curriculum Leaders and class teachers will ensure that examination board provided grade descriptors and prior examination grade boundaries are used when arriving at the assessed grade for each student. This will also be informed by a review of a student's predicted grade using the school target setting process. Teachers will be encouraged to award a grade 9 if the students' performance is stronger than the grade descriptor for a Grade 8. This will be supported by the exemplification provided by examination boards.

5.9 Use of a departmental tracking system considering a holistic overview of grades will be encouraged for all curriculum areas. However, if a student's data shows improvement over the period of the course their later achievement will be rewarded. For example, if a pupil was producing grade 4 work earlier in the course and has recently been producing grade 5 work a grade 5 should be awarded, despite the fact that a departmental tracking system may indicate a grade 4 due to earlier work completed on the course.

6. Internal and external quality assurance

6.1 Internal standardisation of a teachers marking will take place. This will be controlled by the Curriculum Leader. There will be use of exemplar material, mark schemes and grade descriptors provided by the examination boards to allow for this process to be as stringent and fair as possible. SLT quality assurance will take place using the rationale provided by Curriculum Leaders, a Physical review of the assessments used and a focus on the standardisation that has taken place.

6.2 SLT and the Head of Centre will also take an overview of a Curriculum area's assessed grades using previous years' attainment and achievement data. The school will use our internal data tracking programme SISRA to allow us to monitor the performance of all Curriculum areas, challenging under and over performance where appropriate. There will be a focus on key groups here and those with any protected characteristics. The school will review and revise pupil grades where appropriate at this stage.

7. Comparison of grades to results for previous cohort

7.1 The school will use our internal data analysis programme, SISRA, to allow for a review of attainment and achievement to take place for each Curriculum area during this assessment period and historic examination performance. The information considered here will be reviewed against data where examinations were physically sat in the Summer 2017-2019 examination periods.

8. Access Arrangements and Special Consideration

8.1 The same access arrangement procedures and protocols have been applied to this examination series. The SENCO and Examinations officer will complete the applications as they would during a normal examination series. All students eligible for specific arrangements and considerations have been distributed to class teachers and Curriculum Leaders. There is a clear expectation that pupils will be afforded the same opportunities as they would be during a normal examination season. As such provision such as extra time facilities, scribes and readers have all been applied and provided to appropriate students. Any student choosing not to take their arrangements will be informed that this will be noted. If a student is not afforded their relevant arrangement and this is a school based decision consideration will be given during the determination of assessed grades.

8.2 If criteria are met following the 31st March deadline for access arrangements and special consideration an application will still be processed and all supporting evidence retained for inspection should it be requested.

8.3 The usual process of submitting special consideration will not apply during this examination series. The flexibility of evidence that can be used to support an individual students grade will mean that incidences of special consideration will be minimal. Teachers and Curriculum Leaders will choose the most appropriate work that has been completed by a student to avoid adverse circumstances impacting their grade. Where this is not possible and a temporary illness, injury or other event occurs, which could affect a student's performance in assessments, teachers will take this into account and document it. Special consideration will not be applied due to lost teaching and learning time. The Head of Centre will consider any possible special consideration and judge this based on its merits and all available evidence of the situation, with a focus on the impact the situation has had on the ability of the student to demonstrate their normal level of attainment.

9. Addressing disruption

Grades will be based on teachers' assessments of the standard at which students are performing and will be based on the student's knowledge and skills. There is no set requirement for the minimum amount of evidence or content that students must be taught but the Head of Centre will be required to confirm that students have been taught sufficient content to form the basis of the grade.

10. Objectivity

Each teacher assessed grade will be a holistic professional judgement, balancing different sources of evidence and data. The grade will be based on available evidence of a student's knowledge, skills and abilities in relation to each subject area.

OFQUAL guidance on making objective judgements to be considered and reviewed by all Curriculum Leaders and SLT.

11. Recording decisions and retention of evidence and data

11.1 Decision on a pupil grade in each of their subject areas will be recorded by Curriculum areas on centralised spreadsheets. This will then be provided to the examinations officer and Deputy Headteacher for collation into one Teacher Assessment Grading sheet. Following this the grades will be uploaded to the relevant examination boards.

11.2 All evidence used to arrive at a pupil Teacher Assessed Grade will be retained in school, by Curriculum Areas, following OFQUAL guidance on retention of evidence.

12. Authenticating evidence

Assessment mechanisms, particularly those focussing on work/assessments completed in the Summer term 2021, which will have a larger weighting on the grades achieved, will be robust and teachers will ensure that work and evidence used is the student's own work, where only appropriate levels of support have been provided.

13. Confidentiality, Malpractice and Maladministration and conflicts of interest

13.1 Pupils will be warned about the possible penalties an awarding body may apply if they are found to have committed malpractice.

If a pupil is suspected of committing malpractice, the invigilator will warn the pupil that they may be removed from the examination room.

The pupil will be warned that the awarding body will be informed of any suspected or confirmed cases of malpractice and that they may decide to disqualify the pupil.

The invigilator will record any malpractice incidents.

The **headteacher** has a duty to monitor and report potential malpractice by invigilators and school staff to the awarding body immediately.

13. 2 **Conflicts of interest** will be managed by informing the awarding bodies, before the published deadline for entries, of:

- Any members of staff who are taking qualifications at the school which include internally assessed components or units.
- Any members of staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. child) for qualifications which include internally assessed components or units.
- Records will be maintained of all instances where:
- Staff involved in examinations have members of their family, close friends or their immediate family being entered for examinations and assessments either at the school itself or other examination centres.
- Staff are taking qualifications at their school which do not include internally assessed components or units.
- Staff are taking qualifications at other centres.
- The **headteacher** will ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.
- The records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
- Teacher, Curriculum area and Centre Assessment decisions will be kept confidential from all pupils. The information will be stored on secure spreadsheets within curriculum areas and then centrally by the examinations officer when all grades are collated. Pupils will be made aware of the range of evidence that is being used to arrive at a Teacher Assessed Grade.

14. Privates Candidates

The school does not have and does not envisage having any private candidates. If this situation arises the school will refer to and use Ofqual guidance on accepting private candidates. This policy will then be updated.

15. Results

15.1 Results will be collated and processed by the Centre prior to results day. Pupils will then be given their results certificates at pre-arranged times on 12th August 2021.

15.2 SLT and other key staff will be available on 12th August to provide any information to pupils, parents and carers that may arise on receipt of results.

16. Appeals

16.1 The appeals process is as follows:

- A centre review – a student can ask for a check for an administrative or procedural error. If such an error is identified, the centre will submit a revised grade and a rationale for the awarding body to consider
- Awarding body appeal – if no administrative or procedural error is identified, and the student believes that their centre’s judgement was wrong, they can request that their centre submits an appeal on their behalf to the awarding body. The centre will forward the evidence used, rationale/process for determining the grade and the student’s concern(s). Students can appeal to an awarding body (through their centre) to consider whether the selection of evidence was an unreasonable exercise of academic judgement. Students should be informed that their grade could go down as well as up.
- Ofqual Exam Procedures Review Service If the student or centre considers that the awarding organisation has made a procedural error, they can apply to Ofqual’s Exam Procedures Review Services (EPRS) to review the process undertaken by the awarding organisation.

16.2 Arrangements for appeals:

- Only schools and colleges can submit an appeal. This also applies to private candidates (students who do not study in a school or college.)
- If a candidate has concerns about how grades were arrived at they should talk to their school or college about their options.
- A candidate can ask their centre to check whether it made a mistake when submitting data to the awarding body. If the centre finds it made a mistake in the data, it provided it can ask the awarding body to correct it.
- A candidate can ask their centre to check whether it did not apply a procedure correctly, e.g. they did not follow their Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness.
- The centre can appeal to the awarding body on a candidate’s behalf if it believes the awarding body made a mistake when it communicated a candidate’s grade.
- A candidate cannot challenge the centre under the appeals process on the teacher assessment grades it submitted.
- If the centre is unhappy with the outcome of the awarding body’s appeals process, it can appeal this decision through Ofqual’s Examination Procedures Review Service.
- A candidate can appeal against their centre’s decision not to seek any information the awarding body holds that would be needed for an appeal and/or not to appeal to the awarding body

Internal appeals procedure at St Bede's Catholic High School will:

- Inform candidates of the arrangements for appeals on request and ensure the accessibility of senior members of centre staff immediately after the publication of results.

School will also provide candidates with:

- their Centre Policy
- the sources of evidence used to determine their grade along with any grades/marks associated with them
- details of any special circumstances that have been taken into account in determining their grade, e.g. access arrangements or mitigating circumstances such as illness
- appeal to an awarding body on a candidate's behalf if it believes the centre itself made an error when submitting a teacher assessment grade or if it believes an awarding body made a mistake when communicating a grade
- ask the candidate to provide written informed consent (informed consent via candidate email is acceptable) before an appeal is submitted to the awarding body as the appeal could result in the final grade being lower than, higher than, or the same as the grade which was originally awarded

The School will only collect consent after the publication of results:

- where relevant, advise an affected candidate to inform any third party (such as a university or college) that an appeal has been submitted to an awarding body by St Bede's.

School will not:

- seek any information the awarding body holds that would be needed for an appeal if it does not believe an awarding body made a mistake when communicating a grade
- appeal to an awarding body on a candidate's behalf if it does not believe the centre itself made an error when submitting a teacher assessment grade or if it does not believe an awarding body made a mistake when communicating a grade.

An internal appeal can be submitted to the centre where a candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision:

- not to seek any information the awarding body holds that would be needed for an appeal and/or
- not to appeal to the awarding body.

An appeal should be submitted by:

- completing and submitting an internal appeal form for the centre to submit a request to the exam boards for an appeal.
- The appellant will be informed of the outcome of the appeal before the centre's internal deadline for submitting a request for an appeal.

If the internal appeal is upheld by the centre, resulting in an appeal on the candidate's behalf being submitted to the awarding body:

- awarding body fees which may be charged for an appeal will be paid by the centre
- if the appeal is upheld by the awarding body, this fee will be refunded by the awarding body to the centre

Appeals timeline:

- 10 August to end October: majority of non-priority appeals take place
- 10 August to 3 September: student requests centre review
- 10 August to 10 September: centre conducts centre review
- 11 August to 17 September: centre submits appeal to exam board

Internal Appeals Form Summer 2021 Awarding

FOR CENTRE USE ONLY

Date received
Reference No.

Please tick a box to indicate the nature of your appeal and complete the form below:

- Appeal against the centre's decision not to seek any information the awarding body holds that would be needed for an appeal

- Appeal against the centre's decision not to appeal to the awarding body

Name of appellant:

Awarding body:

Candidate name (if different to appellant):

Subject:

Qualification type:

Please state the grounds for your appeal below:

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed.

Please remember that your grade can go down, up or stay the same through either stage of the process.

Appellant signature:

Date of signature:

Candidate signature:

Date of signature:

This form must be signed, dated and returned to the exams officer on behalf of the Head of Centre to the timescale indicated in the internal appeals procedure.

