



TEACHER ASSESSED GRADES POLICY 2021

Date Agreed by the Governing Body	April 2021
Date to be reviewed	N/A
Date of last review	N/A
Governors Committee accountable for review	Education
Senior Leadership Team accountable for review	JNE

1. Statement of Intent

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence in the integrity of the process.

2. Roles and Responsibilities

Head of Centre/Headmaster

Overall responsibility for the School as an examinations centre:

- Confirms that teacher assessed grade decisions represent the academic judgement made by teachers and are a true representation of student performance when the grades are submitted to the examination boards.
- Confirms that measures are in place to ensure grades align with the guidance on standards provided by awarding organisations.
- Along with the governing body, has responsibility for approving the School's policy for determining teacher assessed grades.
- Has overall responsibility for the School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Ensures a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Exams Officer

- Checks entries are complete and correct, including the entries of external and 'early entry' candidates.
- Advises the Senior Team and Subject Leaders and other relevant staff on the teacher assessed grades process.

- Contacts external and 'early entry' candidates to confirm whether the School is able to submit teacher assessed grades on their behalf.
- Contacts the exam boards with any relevant enquiries regarding the submission or administration of teacher assessed grades.
- Oversees the submission of teacher assessed grades and any additional required assessment data, such as the common practical assessment grades, to exam boards by the relevant deadline.
- Securely stores and retrieves sufficient evidence to justify the School's decisions.
- Administers appeals against teacher assessed grades following Results Day.

Assistant Head (Data and Pupil Progress)

- Oversees the process of generating teacher assessed grades, providing timely training and guidance to Subject Leaders and teaching staff.
- Supports the Head of Centre in the quality assurance of the final teacher assessed grades.
- Ensures an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- Has responsibility for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Ensures that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- Ensures all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- Ensures teachers have the information required to make accurate and fair judgments.
- Ensures that a Head of Department Checklist is completed for each qualification that they are submitting.
- Ensures that conflicts of interest are identified and dealt with in an appropriate manner.
- Investigates all suspicions or allegations of malpractice and maladministration.

Deputy Head and Assistant Heads

- Assist the Assistant Head (Data and Pupil Progress) in ensuring teachers within the departments they line-manage make consistent judgements about student evidence in determining a grade.
- Assist in the internal quality assurance process of teacher assessed grades before they are submitted to the exam boards.
- Work with the Subject Leaders they line-manage to make any necessary changes to teacher assessed grades following the internal quality assurance process.

Subject Leaders

- Ensure all members of their department follow the guidance provided by the Assistant Head (Data and Pupil Progress) so that teacher assessed grades for their subject are fair and accurate, and generated in a consistent manner.

- Oversee the Teacher Assessed Grades Record for their subject cohort, which includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students (for example, in cases where mitigating circumstances have led to evidence being considered in a different way) will also be recorded.
- Check teacher assessed grades for their subject before submission to the Exams Office to ensure they are accurate.

Subject Teachers

- Ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- Complete the Teacher Assessed Grades Record accurately and consistently for their students
- Ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- Report all suspected incidents of malpractice or maladministration to the Assistant Head (Data and Pupil Progress), who oversees the grading process.

Heads of Year 11 and 13

- Ensure that students have been given the opportunity to raise any mitigating circumstances which warrant special consideration.
- Provide all appropriate pastoral information on candidates in a timely manner to ensure that students who might have qualified for special consideration in a normal exam year are identified, and enable teachers to take into account these adverse circumstances when they select and consider evidence used to determine the students' grades.

SENCo

- Works with the Exams Officer to ensure that appropriate access arrangements are in place for all students with SEN.

3. Training, Support and Guidance

- Teachers involved in determining grades will be given centre-based training so that they understand the process for generating teacher assessed grades and also how to complete the Teacher Assessed Grades Record for their subject.
- Teachers will have access to all documentation and information regarding the grading process, including summary documents produced by the School that highlight the key information that has been provided by Ofqual, JCQ and the awarding organisations.
- Teachers and Subject Leaders will be supported by their line-managers in the Senior Team, who will provide guidance on the use of evidence to generate grades, use of historic data, and the internal quality assurance process.
- In small subject departments, such as where there is a single member of teaching staff, departments may choose to collaborate with other exam centres for additional

support (for example, to moderate marking and grading of assessment scripts). The Senior Team will help to facilitate this, wherever possible.

- Newly Qualified Teachers or teachers who are less familiar with assessment will receive support and guidance from their Subject Leader to ensure the process they follow to generate grades is consistent with other teachers within their department.
- Once teachers have generated grades for all students, the Senior Team will review the grades and the Teacher Assessed Grades Record forms to ensure that the processes are accurate and consistent both within and across all departments. If there are any concerns, the Senior Team line-manager will report back to his or her Subject Leaders to offer further support and guidance.

4. The Use of Appropriate Evidence

- Teachers making judgements when generating grades will follow the guidance laid down in this Centre Assessment Grades Policy 2021, which is based on the Ofqual Head of Centre guidance on recommended evidence and other guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- Teachers can use a range of evidence drawn from throughout the GCSE or A level course to make a judgement of the grade a student is performing at.
- Students will only be assessed on material they have been taught. In accordance with Ofqual and JCQ guidance, there is no minimum required coverage of taught content but the material that is taught and assessed will ensure sufficient coverage of the curriculum to enable progression.
- When determining a student's grade, teachers will reflect the standard at which the student is performing now, not their potential.
- In accordance with JCQ guidelines, target grades or predicted grades (such as UCAS predictions for Year 13 students or FFT/CAT forecasts for Year 11 students) will not be used to generate teacher assessed grades.
- Teachers will draw on consistent sources of evidence when generating teacher assessed grades. The sources of evidence are outlined in detail in the next section of this policy ("Determining Teacher Assessed Grades").
- Teachers will use exams or assessments taken under controlled examination conditions over the course of study. These are the March and Summer Assessments (for Year 11 and Year 13), and the Year 13 UCAS Exams.
- Where non-exam assessment work (often referred to as coursework) is part of the GCSE or A level course, this will be used as part of the process of generating grades, even if it has not been completed.
- Teachers may use student work produced in response to assessment materials provided by awarding organisations, including groups of questions, past papers or similar materials such as practice or sample papers.
- Teachers may use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.

- Teachers may use substantial class or homework (including work that took place during remote learning) if they believe this work is an authentic reflection of their students' abilities.
- Teachers may use internal tests and assessments taken by pupils.
- Teachers may use attainment grades issued as part of the School's periodic progress reports. Where attainment grades are used, the evidence on which the grade was based must be recorded by the teacher in the Teacher Assessed Grades Report.
- Teachers may use records of a student's capability and performance over the course of study in performance-based subjects such as music and PE.
- Where staff raise concerns about the authenticity of a piece of evidence, this will be reported to the Assistant Head (Data and Pupil Progress). If concerns about the authenticity of a piece of evidence persist, the School may replace the evidence with an alternative piece of evidence, or request an additional assessment to validate the original mark or grade.

5. Determining Teacher Assessed Grades

a) The Ofqual guidance underpinning our GCSE and A level grades in 2021

Our approach to awarding teacher assessed grades this year is based on the following guidance published by Ofqual following its consultation on grading in summer 2021:

- "Teachers can use evidence of a student's performance from throughout the course".
- "Schools and colleges should use a broad range of evidence across the taught content to determine the grades".
- Ofqual "will not set requirements about the minimum amount of content that students must have been taught".
- "Students should continue to work on their non-exam assessment...NEA will be marked by teachers and will contribute to the overall grade, whether or not it has been completed".
- "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".

b) How Ofqual's guidance will shape our calculation of grades in 2021:

- In light of Ofqual's insistence that the material that will be supplied by the exam boards to help generate grades does not constitute a reintroduction of exams by the back door it is important that we do not rely solely on the March and Summer Assessments to generate grades.
- The grades we submit on behalf of Year 11 and Year 13 this year, therefore, can take into account a range of evidence drawn from throughout the course.
- A teacher should submit the best possible reasonable grade for a student if there is evidence that the student has consistently achieved that level of attainment in evidence drawn from across the course.
- This guidance is intended to provide a consistent framework for departments and teachers to generate grades. All departments and teachers will follow this framework and select evidence from the prescribed range. We will not, however,

impose a 'one size fits all' model onto individual departments in terms of how they weigh up the various sources of evidence when they decide on the overall grade. Individual departments will determine how to do this most effectively on behalf of their students.

c) The framework and method for generating GCSE and A level grades

1. Evidence selected to generate grades will be placed in a series of four 'baskets'. Baskets 1 and 2 will determine the 'baseline grade', which is defined as the lowest grade that we will submit on behalf of a student. The final submitted grades for students will be based on holistic judgements of their performance across the evidence included in each of the baskets. These judgements will be made by teachers and departments.
2. Some evidence will be deemed 'Baseline Evidence'. The rest, namely Baskets 3 and 4 will be deemed 'Additional Evidence'. Baseline Evidence will be placed in Baskets 1 and 2 to generate a 'baseline grade'. The baseline grade is the lowest possible CAG we will submit on behalf of a student. Baseline Evidence **MUST** be included in the range of evidence used to calculate a student's grade. This is because:
 - It was produced under controlled, formal test or exam conditions. We have a high level of confidence therefore that it is the boys' own work and an authentic reflection of their abilities.
 - Access arrangements were in place for boys with SEN when this evidence was produced, ensuring a fair means of assessment for these boys.
 - This type of evidence tests a relatively broad range of skills and knowledge from across the syllabus compared to other, narrower tests and assessments.
 - This type of evidence can be easily collected and stored in the Exams Office and sent to the exam board in case of appeal. It is therefore a safeguard for both teachers and students.
3. For all students, the grades we submit for students will be based on FOUR baskets of evidence. Two of these baskets will consist of Baseline Evidence. The remaining two baskets will consist of Additional Evidence.
4. For GCSE students, the Baseline Evidence will consist of the March and Summer Assessments. For A level students, the Baseline Evidence will consist of two out of the following: March Assessment, Summer Assessment, Year 13 UCAS Exam.
5. If Coursework/NEA is part of the GCSE or A level course, then the grade for this **MUST** be included in either Basket 3 or 4 as Additional Evidence.
6. Aside from the requirement to include Coursework/NEA, the evidence selected as Additional Evidence may vary from candidate to candidate. Teachers can select the evidence they believe best represents the student's attainment to put in the remaining Additional Evidence basket(s). See section "The range of evidence used for generating grades in 2021" below for more information about what evidence can go into the Baseline and Additional Evidence Baskets.

i) Step 1: Calculating the 'baseline' grade

7. The calculation of the 'baseline' grade – ie, the lowest possible CAG that we will submit on behalf of a student – starts with a consideration of the baskets containing Baseline Evidence. It will be calculated in the following way:

- For GCSE students: select the grades of the March and Summer Assessments. For A level students: select the best two grades from the Year 13 UCAS Exams, and the March and Summer Assessments.
- If there is no difference between the two selected grades, then this becomes the baseline grade.
- If there is a difference between the selected grades, then the baseline grade is the average of the two.

Examples

Example 1: a GCSE student has achieved a grade 8 in both the March and Summer Assessments. His baseline grade is therefore an 8.

Example 2: a GCSE student has achieved a grade 6 in his March Assessment and a grade 8 in his Summer Assessment. His baseline grade is therefore the average – a grade 7.

Example 3: a GCSE student has achieved a grade 6 in his March Assessment and a grade 7 in his Summer Assessment. Depending on grade boundaries and the strength of each grade, his baseline grade will therefore be either a high 6 or a low 7.

Example 4: an A level student has achieved a B in his Year 13 UCAS Exam, and As in both his March and Summer Assessments. In this case, his teacher should select the two A grades as his Baseline Evidence, and his baseline grade is an A.

Example 5: an A level student has achieved an A in his Year 13 UCAS Exam, a B in his March Assessment and an A* in his Summer Assessment. In this case, his teacher should select the A and A* grades and average them. Depending on grade boundaries and the strength of each grade, his baseline grade will therefore be either a high A or a low A*.

Baseline Evidence will be used to generate the lowest possible grade for the reasons outlined in point 2 above, but also because, if a student has demonstrated this level of attainment at a relatively early stage in the GCSE/A level course (ie, before the dates usually fixed for public exams) – and in assessments that tested a broad range of material across the syllabus – then there is already strong evidence that the student is capable of at least this level of attainment.

ii) Step 2: Calculating the final grade

8. Once the 'baseline' grade has been determined, the teacher should then go on to calculate the final grade.
 - In generating a final grade for a GCSE or A level student, teachers must consider the evidence in all four baskets. Baskets 1 and 2 consist of Baseline Evidence; Baskets 3 and 4 consist of Additional Evidence.
 - While Baskets 1 and 2 are used to generate the baseline grade, this does not mean they have a greater weighting than Baskets 3 and 4. The baseline grade is simply the lowest grade we will submit. This can be modified by Additional

Evidence in Baskets 3 and 4. In all cases, the final grade will be the result of a holistic judgement by the teacher, based on evidence in all four baskets.

Teachers must draw on a consistent range of evidence when generating grades for GCSE and A level students as follows:

GCSE

Baskets 1 and 2 – Baseline Evidence

The baseline grade will be calculated as the average of the following sources of evidence:

- Year 11 March Assessment Grade
- Year 11 Summer Assessment Grade

Baskets 3 and 4 – Additional Evidence

Choose TWO of the following as Additional Evidence to set alongside the Baseline Evidence to generate an overall grade, based on a holistic judgement of the evidence. A Coursework/NEA grade MUST be chosen as one of these if it is an element of the GCSE course:

- Coursework/NEA Grade (complete or incomplete, if part of the course)
- Year 10 Progress Report (Nov)
- Year 10 Progress Report (Feb)
- Year 10 End of Topic test grade(s) or Common Assessment Point test grade(s)*
- Year 11 Progress Report (November)
- Year 11 End of Topic test grade(s) or Common Assessment Point test grade(s)*
- Year 10/11 Combined Assessments*

*See note in “Use of Additional Evidence” below.

A Level

Baskets 1 and 2 – Baseline Evidence

Choose TWO of the following three as Baseline Evidence to generate the baseline grade:

- Year 13 March Assessment Grade
- Year 13 Summer Assessment Grade
- Year 13 UCAS Exam Grade

Baskets 3 and 4 – Additional Evidence

Choose TWO of the following for the Additional Evidence to set alongside the Baseline Evidence to generate an overall grade, based on a holistic judgement of the evidence. A Coursework/NEA grade MUST be chosen as one of these if it is an element of the A level course:

- Any of the sources of Baseline Evidence listed above if it has not already been used for Baskets 1 and 2
- Coursework/NEA Grade (complete or incomplete, if part of course)

- Year 12 Progress Report Grade (Nov)
- Year 12 UCAS Mock Grade
- Year 12 End of Topic test grade(s) or Common Assessment Point test/assignment grade(s)*
- Year 13 Progress Report Grade (Nov)
- Year 13 End of Topic test grade(s) or Common Assessment Point test/assignment grade(s)*
- Year 12/13 Combined Assessments*

Notes

Use of Additional Evidence:

- The Additional Evidence baskets marked with an asterisk must contain a minimum of THREE pieces of evidence – ie, three end of topic test scores / essays / common assessment point results
- Teachers cannot use a single piece of evidence in more than one basket. For example, if a teacher has included the result of a Year 10 end of topic test in the Year 10 End of Topic Tests basket, then he/she cannot also include it in the Year 10/11 Combined Assessments basket.

Absence of Baseline Evidence:

- In the rare case where a student has not completed both the March and May Assessments due to circumstances beyond his control (for example, due to serious physical or mental health issues), the 'Combined Assessments' evidence can be used in its place, provided the teacher is confident that the work is an authentic representation of the student's level of attainment.

6. Internal and External Quality Assurance

a) Internal Quality Assurance

To ensure the consistency, fairness and objectivity of the grades submitted for GCSE and A level students in 2021, we will take the following measures:

- Ensure that all teachers involved in generating teacher assessed grades read and understand this Centre Policy document.
- Identify potential conflicts of interest and put appropriate measures in place to ensure the consistency and fairness of submitted grades.
- Anonymise all assessment scripts from the March and Summer Assessment series to minimise the possibility of unconscious bias or discrimination by markers.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation and/or moderation process.
- Ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation

- Conduct internal standardisation across all grades.
- Ensure that the Teacher Assessed Grades Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the Senior Team member responsible for line-managing that department.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

b) External Quality Assurance

To ensure that the external quality assurance process can be carried out efficiently, we will take the following measures:

- Ensure that all staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.
- Ensure that all necessary records of decision-making in relation to determining grades have been properly kept in the Teacher Assessment Grades Record for each department.
- Ensure that the Teacher Assessed Grades Records for all departments are submitted to the Exams Office in preparation for external quality assurance by exam boards.
- Clearly record where student evidence used to decide teacher assessed grades is not available – for example, where the material has previously been returned to students and cannot now be retrieved.
- Brief all staff on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and ensure they can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Ensure staff understand that a failure to respond fully and effectively to such enquiries may result in further action by the awarding organisations, including the withholding of results.

7. Comparison of Grades to Results for Previous Cohorts

- In communicating their decisions following the public consultation, Ofqual stated that as part of their internal quality assurance process, “Centres will be encouraged...to consider the grades for this year’s cohort compared to cohorts from previous years when exams have taken place”. Historic data is therefore an important benchmark when considering the grade distribution within subjects and across all subjects in 2021.
- Ofqual also stated, however, that they “recognise that overall outcomes for 2021 are likely to be different to those of previous years given that exam boards will not be in a position to award against standards established through national examinations as in a normal year”. This point was reiterated by the Chair of Ofqual, Ian Bauckham, in

a speech delivered in March 2021: [ASCL annual conference 2021: Ofqual Chair Ian Bauckham, CBE - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/speeches/ascl-annual-conference-2021-ofqual-chair-ian-bauckham-cbe)

For our centre, therefore, we will take the following steps to consider historic data when generating grades and carrying out the internal quality assurance process:

- Compile information on the grades awarded to our students in past June series in which exams took place (ie, 2017 - 2019) and ensure that Subject Leaders have this information and support when determining grade boundaries for the March and Summer Assessments.
- Take into account variations in results at GCSE when considering outcomes for the same cohorts at A level.
- Consider the stability of our centre's overall grade outcomes from year to year, both at an individual subject level and across all subjects during the internal quality assurance process.
- Carry out interim and final reviews of grades – including a final overview of the overall grade distribution by the School's Senior Team prior to submission of grades – to ensure that the grades are a reasonable exercise of academic judgement and a fair, consistent and accurate reflection of the abilities of the GCSE and A level cohorts.
- Prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the quality assurance process.

8. Access Arrangements and Special Consideration

a) Access Arrangements

- Where students have agreed access arrangements or reasonable adjustments (for example, use of a laptop, 25% extra time, a reader or a scribe), we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place or piece of evidence produced without an agreed reasonable adjustment or access arrangement, we will take one of the following steps. Either,
 - remove that assessment from the basket of evidence and obtain alternative evidence (“The range of evidence is flexible and can be tailored to an individual student according to the coverage of the specification” – JCQ); or
 - use the assessment as evidence, but record in the Teacher Assessed Grade Record why access arrangements were not in place and demonstrate how this has been taken into account in the determination of the final grade.

b) Special Consideration

Every year, a number of our Year 11 and Year 13 boys are eligible for ‘special consideration’ in exams, an uplift in their raw marks to take account of difficult personal circumstances (such as illness or family problems) they experienced either during the

exams or in the run-up to them. With no exams this year, the usual process of submitting special consideration applications to exam boards will not apply in summer 2021.

In determining grades in summer 2021 and in accordance with JCQ guidelines, teachers will be guided by the following principles regarding special consideration:

- Special consideration takes into account temporary or time-limited issues and events outside the control of the candidate at the time of an assessment or in the run-up to an assessment. It does not cover candidates with long-term conditions, such as disability, learning difficulties, or special educational needs, which should be covered by access arrangements in exams.
- Special consideration cannot be applied due to lost teaching and learning. This can be addressed through the flexibility of the range of evidence teachers may draw on to determine students' grades.

To ensure that teachers are able to contextualise the evidence / attainment data they are using to generate grades, the Assistant Head overseeing the grading process will liaise with the Heads of Year 11 and 13 to provide accurate information to teachers about the specific issues faced by candidates over the course of their GCSE or A level study. This will ensure that teachers are able to make accurate judgements regarding each candidate's level of attainment.

Safeguarding restrictions mean that complete disclosure of personal information may not be possible. Instead, teachers will be provided with lists of candidates who have experienced personal difficulties, along with codes to indicate what the issue was, when the candidate was affected, and how serious the issue was. The Assistant Head overseeing the grading process will also provide teachers with guidance based on JCQ's document "A guide to the special consideration process, with effect from 1 September 2020" to explain to them how to take account the challenging personal circumstances faced by some students.

Teachers will record, as part of the Teacher Assessed Grades Record, how they have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.

9. Addressing Disruption and Lost Learning

- The evidence used by teachers to generate grades will be based on the results of assessments that test taught content only. In cases where teaching has been disrupted and departments/classes have not covered sections of the syllabus, these sections will not feature in the assessments.
- Where individual students have missed lessons or assessments, alternative evidence will be selected to generate grades. Where possible, this evidence will be drawn from part of the course where there was no disruption.
- Teachers will be able to use the 'Additional Evidence' baskets (see section 5 "Determining Teacher Assessed Grades for more information) to select the evidence that they believe best represents the abilities of their students, aside from any disruption they may have experienced during their GCSE or A level studies.

10. Objectivity

Each teacher assessed grade should be a holistic professional judgement, balancing different sources of evidence and data. It is important the centre's grading judgements are objective and only take into account existing records and available evidence of a student's knowledge, skills and abilities. Staff will also fulfil their duties and responsibilities in relation to relevant equality and disability legislation. To ensure these conditions are met, the School will take the following steps:

- Scripts from the March and Summer Assessments, which are the foundation of the 'Baseline Evidence' baskets used to generate grades, will be anonymised by using candidate numbers to identify them rather than the names of candidates. Markers will therefore have no knowledge of whose script they are marking.
- In departments where there is more than one teacher, scripts will not be marked on a class-by-class basis but split between members of the department. If possible, the marking of individual scripts will be undertaken by more than one marker, or specific markers assigned to specific questions for a whole year-group. Along with internal moderation of scripts, this will encourage consistent marking across the whole cohort.
- Where possible, in small departments or departments where there are only one or two markers, we will arrange external moderation of assessment scripts with other local exam centres.
- To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that unconscious bias can skew judgements. Unconscious bias takes a number of forms, including:
 - Confirmation bias, for example noticing only evidence about a student that fits with pre-existing views about them
 - Halo effects, for example where a particularly positive impression of a student overly accentuates their actual knowledge, skills and abilities. Or the opposite, where negative impressions or low expectations of a student hides their actual knowledge, skills and abilities
 - Primacy effects, for example giving undue weight to 'first impressions' of a student
 - Recency effects, for example giving undue weight to the most recent interaction with a student
 - Selective perceptions, for example giving undue weight to a student's performance on a particular piece of work
 - Contrast effects, for example over-estimating a student's likely performance having first considered a large number of students who are all at a much lower standard
 - Exception effects, for example under- or over-estimating a student's performance if it is significantly out of line with (above or below) other students in the cohort
 - Conformity bias, for example, placing undue weight on the opinions of others where these are not necessarily supported by the evidence
 - Affinity bias, for example having a more favourable impression of a student's performance because the student or their qualities/attributes are relatable or similar to one's own qualities or attributes

- Evidence presented will be valued for its own merit as an indication of performance and attainment.
- Teacher assessed grades will not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.
- Teacher assessed grades will not be influenced by parental or student pressure or the knowledge of the grades a student needs to meet a university offer.
- As part of the internal quality assurance process, the grades generated on behalf of candidates with particular protected characteristics or from different ethnic or socio-economic backgrounds (for example, SEN students or Pupil Premium students) will be compared with the grades achieved by the same groups of students in previous years when public exams took place.
- As part of the internal quality assurance process, the SENCo will be consulted in order to help prevent possible biases or unconscious effects from affecting judgements for students with special educational needs or disabilities.

11. Recording Decisions and Retention of Evidence and Data

- The record of evidence selected and decisions made regarding grades will be kept on a standardised spreadsheet used by all departments. This spreadsheet will be called the Teacher Assessed Grade Record.
- Each department will complete a Teacher Assessed Grades Record to act as the record of what evidence was selected and the rationale behind the final grade submitted for each student.
- Teachers will be responsible for completing the Teacher Assessed Grades Record on behalf of their students. The Subject Leader will be responsible for ensuring that teachers do this consistently and in line with guidance from the Assistant Head who oversees the grading process.
- On completion, all Teacher Assessed Grades Records will be submitted by Subject Leaders to the Exams Office to ensure secure retention of the evidence used to make decisions.
- All the Teacher Assessed Grades Records and the available evidence on which grades are based (such as the March and Summer Assessment scripts) will be retained until the end of the academic year 2021-22 in case of appeals or queries regarding grades.
- All marked scripts from the March and Summer Assessments will be held by the Exams Office in preparation for the external quality assurance process and post-results appeals.
- We will comply with our obligations regarding data protection legislation.

12. Authenticating Evidence

- Only evidence that we believe is an authentic reflection of a student's knowledge, skills and abilities will be included in the generation of a GCSE or A level grade.
- Of the four baskets of evidence that generate a GCSE or A level grade, two (the 'Baseline Evidence' baskets) will consist entirely of evidence that was produced under fully controlled, public exam-style conditions.

- The remaining two baskets will consist of 'Additional Evidence' – ie, evidence drawn from the permitted range of evidence outlined in section 5 of this policy. This range of evidence has been identified as suitable for generating grades because we are confident that it is likely to be an authentic reflection of a student's knowledge, skills and abilities.
- Where there is a concern about the authenticity of a piece of evidence, we may use additional assessment materials to validate or replace an existing piece of evidence.
- Where there is disagreement between the School and a student and/or his parents over the authenticity of a piece of evidence, the School may seek a 'second opinion' from an independent third party, such as a Subject Leader from another school who does not know the student.
- For external candidates, only evidence in which we have a high level of confidence (for example, the result of an assessment carried out at the School under controlled conditions) will be included in the generation of a grade. Low confidence evidence (for example, the result of an assessment carried out by the candidate's tutor) will not be permitted.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

13. Confidentiality, Malpractice and Maladministration, and Conflicts of Interest

a) Confidentiality

- All staff will be made aware of the need to maintain the confidentiality of teacher assessed grades, including the necessity of ensuring that details of final grades will not be shared with students prior to Results Day.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, will be shared with students and their parents/guardians.

b) Malpractice and Maladministration

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.
- All staff involved have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - failure to follow our published process for determining grades
 - breaches of internal security
 - deception, including fabricating evidence to support an inflated grade
 - improper assistance to students
 - failure to appropriately authenticate a student's work
 - over direction of students in preparation for common assessments
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate

- entering students who were not originally intending to certificate a grade in the Summer 2021 series
- failure to engage as requested with awarding organisations during the external quality assurance and appeal stages; and
- failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance “JCQ Suspected Malpractice: Policies and Procedures” and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

c) Conflicts of Interest

- All staff involved in generating, moderating and administering centre assessment grades, including those with responsibility for submitting the final grades to exam boards, will be asked to declare any conflicts of interest, such as family connections to a candidate, to ensure that the process is fair, accurate and free of bias, and does not breach the demands of confidentiality laid down by Ofqual and the exam boards.
- In cases where there is a conflict of interest, measures will be taken to ensure that confidential information – for example, a candidate’s teacher assessment grades – is not shared with that member of staff prior to Results Day.
- In the case of a conflict of interest involving the Head of Centre, another senior member of staff will be ready to counter-sign the Head of Centre declaration if required when the grades are submitted to the awarding organisations.
- We will also carefully consider the duties and responsibilities of staff who have declared a conflict of interest after Results Day to ensure fairness in any appeals process.

14. Private and Early Entry Candidates

Private candidates are defined as candidates not currently on the roll at the Royal Grammar School. They may be former students returning to resit exams, or exam candidates with no previous relationship to the School, who are using it as an exam centre. Early Entry candidates are defined as those candidates, usually in Year 10 or below, who are taking GCSE or A level subjects before their peers.

- Where possible, our arrangements for assessing Private and Early Entry Candidates to arrive at appropriate grades are identical to the approaches utilized for internal candidates.
- Where it has been necessary to utilize different approaches – for example, in the case of a Private candidate who has had no prior relationship to the School during the academic year 2020-21 and therefore has no existing data for that period – these will be communicated clearly to the candidate prior to the submission of grades.
- In the absence of the normal range of evidence for a Private or Early Entry candidate, the School will offer the candidate the opportunity to sit the March and Summer Assessments alongside our current Year 11 or Year 13 students. These assessments constitute ‘high confidence’ evidence in terms of their authenticity, according to JCQ guidelines, and are therefore appropriate sources of evidence for generating grades.

- Private and Early Entry candidates' grades will be included in the School's internal quality assurance checks. They will not be subject, however, to the checks relating to historic data.
- Appeals for Private and Early Entry candidates will follow the same process as for other students.

15. Results

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

16. Appeals

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appeals on or after Results Day will follow a two-stage process, in line with JCQ guidance:
 - Stage 1: Centre Review – if a student does not consider that they have been issued with the correct grade, he can ask the School to check if an administrative or procedural error has occurred. If the School finds that it has made an error, it will submit a request to the awarding organisation to correct the error and amend the grade.
 - Stage 2: Appeal to the Exam Board – if the student considers that the School did not follow its procedure properly, the exam board has made an

administrative error, or the student considers that the grade awarded was an unreasonable exercise of academic judgement, then he can ask the School to submit an appeal to the exam board on his behalf. The School will submit the appeal, along with all available evidence used to support the original grade. The exam board will decide whether to amend the grade or not.

- The student must provide their written and recorded consent before the School can launch an appeal.
- Before launching either a Stage 1 or Stage 2 appeal, the School will inform the student who has made the request that his grade could go down, up or stay the same as a result.
- Information and guidance about the appeals process and how to submit an appeal will be provided to students and their parents on Results Day.