



WORKINGTON ACADEMY

Workington Academy Centre Policy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

Centre Policy for determining teacher assessed grades in Summer 2021

Rationale

As a Trust and a family of schools we pride ourselves on our three key values that underpin our decisions, our work and our ethos. We find ourselves in unprecedented times with the summer exam programme once again being cancelled and individual student grades being determined by the integrity and professionalism of every member of staff within the school community.

We will ensure as a Trust teacher respect the process and are as objective as possible. All CET staff will plan, collate and produce robust evidence for every student grade decision in order to justify the allocated grade. We will all take the responsibility bestowed upon us to ensure the grades submitted reflect the improvements each school were predicting but maintains a realistic perspective. We are conscious that significant variations on previous results across cohorts or subjects will likely lead to external moderation and will require a very secure evidence base in such instances.

To achieve equity for our students internally, we must ensure that all grades submitted by our academies are grounded in a methodological process that is fair, rigorous and consistently applied across the Trust.

Centre Policy for determining teacher assessed grades – summer 2021: **Workington Academy**

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

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

The purpose of this policy is:

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively 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.*

Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre

- Our Head of Centre, *Des Bird*, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for *Workington Academy* as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal and cross Trust quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head of Department Checklist and declaration is completed for each qualification that they are submitting (appendix 4)

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- 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.
- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.

- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*
- *Where students have qualified for exam access arrangements, their grades and evidence will be viewed and discussed with the school SENCO and moderated by the Trust SENCO to ensure transparency, clarity and consistency in our approach to reasonable adjustment.*

Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

- *A cross Trust senior leader collaborative group will collaborate and agree on processes and procedures across all Trust schools. This will result in a strategic roll out of the processes and procedures required to ensure a fair, rigorous and robust awarding process.*
- *Leaders across the Trust will attend school training to understand their role, the process and their overall responsibility.*
- *Teachers involved in determining grades in our centre will attend staff training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

This section provides details of our approach to *training, support and guidance for newly qualified teachers and teachers less familiar with assessment*

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

This section gives details in relation to our use of evidence.

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *Holistic judgements will be made of each student's performance on a range of evidence relating to the subject content that has been delivered (either in the classroom or via remote learning).*
- *A broad range of evidence across the taught content should be used to support overall judgements.*
- *Students will only be assessed on the areas of content they have been taught.*
- *Where possible 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.*
- *Where deemed appropriate we will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*

- *Judgements will come from a range of different sources of evidence and must be consistent within subject areas and may include:*
 - *Assessed pieces of work*
 - *any records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*
 - *any non-exam assessment – whether or not complete*
 - *the results of any assignments*
 - *any other records of student performance over the course of study*
 - *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.*
 - *substantial class or homework (including work that took place during remote learning).*
 - *Mock/ trial exams taken over the course of study.*

- *Greater weight should be afforded to the most objective secure evidence such as non-supported pieces of work/ exam papers.*

- *More recent evidence is more likely to be more representative of a student's performance although there maybe exceptions.*

- *Only evidence from external bodies commissioned by the school will be taken into consideration in order to maintain the validity and objectivity of the process.*

We provide further detail in the following areas:

Additional Assessment Materials

- *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.*

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

- *A provisional evidence plan will be submitted and agreed by the SLT assessment link as part of the internal standardisation and quality assurance process by March 29th 2021. This may be subject to change pending further information from exam boards. A set evidence plan template will be used by all departments (please see appendix 1).*
- *It is envisaged evidence plans will be bespoke to every subject/ class and will be tested internally and cross Trust against the principles in the OFQUAL guidance and centre policy calculations document (please see appendix 2)*
- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Students are to be grouped per exam grade and students ranked within each grade set. For example, for all those students with a centre assessment grade of 5 in GCSE maths, a rank order where 1 is the most secure/highest attaining student, and so on. Where departments have large cohorts it will be necessary for the standardisation to take place over a series of meetings.*
- *The assessment record spreadsheet we will use to collate the final grades will have the most recent whole school data entry, URN and class code for all students on the list. No prior attainment or target grade to avoid bias (appendix 5)*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias in the rationale section of the evidence plan.*
- *Our subject leaders will produce an evidence plan and assessment record for each subject cohort and will share this with their SLT assessment link. Any necessary variations for individual students will also be shared and discussed during the internal standardisation process.*

Internal & Cross Trust Quality Assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal and Cross Trust standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal and cross Trust standardisation, within and across subject departments.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *We will conduct internal standardisation across all subjects and all grades.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there are multiple teachers involved in awarding grades within a single qualification discussion, presentation of evidence and agreement will occur through a standardising meeting' with a Senior link member of staff present in a mediator role.*
- *Where grades are awarded by one member of staff a standardisation meeting will occur with the senior member of staff with line management responsibility.*

We will ensure that all teachers are supported 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*

- *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.*

Cross Trust Standardisation

Phase 1 & 2: Sharing of provisional and final evidence plans

- *Subject leaders will be asked to meet and discuss initial plans as part of the cross trust external quality assurance process before the Easter break. A follow up meeting will be encouraged once plans are confirmed after the Easter break to share good practice and collaborate further. The template shown in Appendix 2 will be used as guidance and record of the meetings.*

Phase 3: Cross Trust Standardisation of a sample of students from each secondary school.

- *School improvement teams for the Ebacc subjects will participate in a cross-trust standardisation process. This will include curriculum leaders in the Ebacc subjects meeting to ensure consistency in the*

standards of awarding grades and consider the sources of evidence used. The process will focus on a comparison of standards not comparison of content or evidence. These will take place after the initial SLT link assessment meeting.

- *The template in appendix 3 will be used as guidance and record of the meetings.*

All meeting records will be returned to the SLT assessment link in each of the 3 schools for further discussion and action if applicable.

Phase 4: Trust Board Final Process Check

The Head Teachers Summary Sheet (Appendix 6) will be subject to scrutiny by the Trust board prior to the final submission of grades. The document will declare that all procedures, outlined in the Policy, have been followed and highlight where any significant variances have occurred.

The Trust Board will be satisfied that the Policy has been adhered to by the Heads of Centre.

Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *All Level 2 and 3 qualifications to be entered into SISRA for tolerance test before the Easter holidays as a benchmark. This would be a prediction and a current grade to give a potential starting and end point for each student and will be used in the overall verification process.*
- *In school verification process will safeguard against excessive grade inflation.*
- *All Level 3 calculated grades will be entered into SISRA and tested against projected value-added measures overall and per subject (where they exist), to guard against excessive grade inflation.*
- *Technical and vocational qualifications will be subject to the same scrutiny and tolerance as per historical and most recent data predictions.*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process as detailed above.*
- *We will highlight where outcomes against historic data show a significant divergence from the qualifications-levels profiles attained in previous examined years to address the reasons for this divergence. This commentary will be available on the evidence plan where appropriate. . Subjects will also be identified on the Head of Centre Summary Sheet (appendix 6) and identified prior to final submission to the Trust Board.*

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *All grades will be entered into SISRA and compared against previous datasets to ensure grades are not too lenient or harsh compared to results in previous years.*
- *Threshold measures will be used as a test against historical data to determine pass rates per subject. However, cohort prior attainment will be taken into consideration when using this measure.*

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

We will ensure that where cohort sizes vary and subject entry profiles show variance on previous years that these are recorded and proportionality applied for our internal comparative processes.

At A Level/Level 3 we will use prior GCSE data to adjust expectations and comparisons of historic data

Access Arrangements and Special Considerations

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

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- *All staff are aware of any agreed access arrangement and reasonable adjustments for each of their students.*
- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *If evidence is produced from assessment taken earlier in the course where formal reasonable adjustments or access arrangements were not in place, this will be taken into account when making judgements. This will include input from relevant specialist teachers, the centre SENCO and a final check by the TRUST SENCO and it will be appropriately recorded/documentated on the final class/ subject evidence form. (appendix 1)*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers are briefed on: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

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

Objectivity

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

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

Senior Leaders, Heads of Department and Centre will consider:

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

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

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

Our internal and cross Trust standardisation process will help to ensure that there are different perspectives to the quality assurance process. (Appendix 3)

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

C. Recording Decisions and Retention of Evidence and Data

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

- *We will ensure that teachers and Heads of Departments maintain a record that shows how the teacher assessed grades process operated, including the rationale in relation to determining marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *Physical evidence after the March 24th return to school will be collated and stored by all teachers involved in the grade calculation process.*
- *The evidence plan and assessment record will ensure accurate recording and retention of evidence on which judgements will be based.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*
- *Several clerical checks will be undertaken in the week prior to final grade submission.*

Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Teachers will only use work that can be authenticated as part of the evidence base.*
- *Where work is completed in an uncontrolled situation the teacher must be confident the work is a true reflection of the students capabilities and writing style before considering it as part of the evidence base.*
- *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.*
- *If the work is found to be plagiarised then it will be discounted from evidence base and the policy for malpractice will be followed as outlined in this document.*
- *Heads of department will confirm authentication of student work has been discussed and only when teachers are confident will the work be used in the evidence base. (appendix 4)*

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed in regular staff briefings on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Confirmed evidence plans will be used them as the script to ensure consistency of message about the range of evidence used to determine final grades.*
- *Students will be supported to clearly understand how grade calculations will not be based solely on one piece of evidence but will take a holistic realistic approach. Exam grade expectations and discussions will continue to take place with all students.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*
- *SLT in all schools will be vigilant and protect staff against undue influence and bias from parents and students to inflate grades.*

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

Staff

- *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.*

- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
- *breaches of internal security;*
- *deception;*
- *improper assistance to students;*
- *failure to appropriately authenticate a student's work;*
- *over direction of students in preparation for common assessments;*
- *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
- *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
- *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
- *failure to keep appropriate records of decisions made and teacher assessed grades.*

Students and Parents

- *Students and parents will be made aware of the seriousness of trying to influence the grading process in anyway. Students, or individuals acting on behalf of a student, such as parents/carers, who try to influence grade decisions by applying pressure to centres or their staff will be warned in the first instance by the centre and the incident will be recorded and students/ parents will be made aware of the outcome. However, if a student continues to inappropriately attempt to pressure centre staff then the centre will inform the relevant awarding organisation using the [JCQ M1 form](#).*
- *Students will be briefed about malpractice. Where students are trying 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 centres are asked to report these to the appropriate awarding organisation in the normal way using the [JCQ M1 form](#).*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to the Head of Centre and CEO of Cumbria Education Trust.*
- *The Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021. Where the head of centre has a conflict of interest the CEO will assume the responsibility to oversee the process.*
- *We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*
- *All conflicts of interest will be recorded and stored for any external review if requested.*
- *If staff are involved in internal standardisation meetings they will be asked to leave the room when their child is discussed and decisions are made. They will not be made aware of the discussion or the decision.*
- *Staff will not be involved in any administration or moderation of grades involving their child under any circumstance.*
- *Heads of department checklist includes a section to declare no conflict of interest has influenced the awarding of grades in any way.*
- *The CEO will monitor the conflicts of interest process.*
- *Final grade entries will be time stamped and locked to ensure no changes are made following the entry.*

Private candidates

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

A. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.*
- *Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.*
- *In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.*

External Quality Assurance

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

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and*

can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.

- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS 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.*

Appeals

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

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- *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.*
- *Leaners 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.*
- *Appropriate information on the appeals process will be provided to parents/carers.*

Timelines and key dates

22 March to 22 April: Entry amendments window open for centres

29 March: Provisional evidence plans submitted to SLT assessment link

31 March: Additional Assessment Materials (sets of questions, mark schemes and mapping)

8 April: Presentation and scrutiny of centre policies at an Extraordinary Trust Board Meeting

12 April: Additional support materials (marking exemplification)

12 April to 30 April: Window for **Centre Policy submission** via proforma on CAP (Centre Admin Portal)

19 April: Additional support materials (grading exemplification) and additional sets of questions publicly available

W/c 19 April: **Sharing and testing of evidence plans across the Trust schools.**

19 April to 11 June: Awarding organisations **review Centre Policies and conduct virtual visits** where needed

26 April: Entry deadline for **Private Candidates**

W/c 17 May: **Internal standardisation meetings start.**

W/c 7 June: **Cross trust standardisation**

W/c 14 June: **Final grade submission and clerical checks**

26 May to 18 June: Window for **Teacher Assessed Grades submission** opens via awarding organisations' respective portals

18 June to 16 July: Awarding organisations conduct sample checks of evidence (** in exceptional circumstances, sample checks may take place until 23rd July*)

10 August: A/AS Levels and relevant other Level 3 **results day**

12 August: GCSE and relevant other Level 2 **results day**

10 August to 7 September: priority appeals window **10 August to 16 August:** student requests centre review

10 August to 20 August: centre conducts centre review

11 August to 23 August: centre submits appeal to awarding organisation

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 awarding organisation

Appendix 2

Cross Trust Standardisation

Teachers:	Year Group:	Course:
Key Questions	Agree or Disagree (Y or N)	Additional Comments/ Suggested Actions
Evidence base broadly the same for all students/ classes.		
Mixture of evidence from prior to Easter 2021 and Summer term 2021.		
Evidence coverage of course is minimum of 50% of content.		
Assessment used, based on Exam Board material and mark schemes used.		
Any grading linked to Past Exam Board mark boundaries.		
Mixture of topic and synoptic assessment to show breadth and depth of coverage.		
Evidence of controlled condition work and or evidence of unsupported work, even if not in controlled conditions.		
Inclusion of NEA and or practical elements evidence where appropriate. Grading used for the above is clearly referenced?		

Appendix 3

Phase 3: Cross Trust Standardisation of a sample of students from each secondary school.

Teachers:	Year Group:	Course:
Key Questions	Agree or Disagree (Y or N)	Additional Comments/ Suggested Actions
Is the evidence base complete for all sampled students?		
Does the evidence base follow the evidence plan produced for the course?		
Is the evidence showing a trajectory of improvement or a consistency that justifies the grade awarded?		
Does the most recent evidence meet the broad standard of the grade awarded?		
Is grading similar to similar students in previous cohorts?		
Is there secure evidence to suggest reasonable adjustments have been made in the awarding of the grade where applicable?		

Appendix 4

Head of Department Checklist / Declaration

Workington Academy

[ADD DEPARTMENT NAME HERE]

[ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Maths)]

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

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. Only evidence that has been authenticated as the candidates' own work is included in the evidence base.	
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. Significant deviations are explained below.	
7. At departmental level, we have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidate, 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 records are readily available.	
10. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.	
11. The conflict of interest process has been followed and no conflict of interest has interfered with the awarding of any grades.	
12. 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: the Head of Centre may provide the second signature where there is a one teacher department.]</i>	

Appendix 5

Assessment Record (will be an EXCEL spreadsheet)

Student Name	URN	Class Code	Ev 1	Ev 2	Ev 3	Ev 4	Ev 4	Final Grade

Subject Title: _____ **Subject Code** _____

Head of Department: _____

Signature: _____

Date: _____

Subject teacher: _____

Signature: _____

Date: _____

Appendix 6

CET Head of Centre Summary Sheet

This form to be completed by each Head of Centre within CET before they undertake the JCQ requirement to complete their Head of Centre Declaration. (attached for reference)

I can confirm that:

- **All processes and actions outlined in this policy have been duly undertaken and relevant processes adhered to, at all levels and by all relevant parties;**
- **I have fully discussed any data or processes that I have been aware of that may give rise to concern with the CEO, and taken appropriate action if needed;**
- **I have personally checked the grade distribution is both reasonable and justifiable through comparisons to previous whole school results, historic performance and cohorts using SISRA;**
- **Where grade submissions differ significantly from historic trends I have ensured that a check has been undertaken by a senior member of staff that the grades are based on robust evidence. This has occurred in the following subjects:**

- **I am secure that in these subjects that the relevant evidence is available for external moderation should it be required;**
- **I have put systems in place to ensure that in every subject the evidence base has been secured for access if required through any appeal system in the summer break;**
- **I have arranged for at least two clerical checks on data entry to be conducted over and above the input of the result data set to minimise the risk of any clerical appeals being successful;**
- **I have ensured that all data in the process has been and remains confidential.**

Signed:

Headteacher of (Head of Centre):

Date: