**The Henley College Policy for Determining Centre Assessed Grades – Summer 2021**

## **Background**

On 6th January 2021, the Department for Education (DfE) announced that a Centre Assessment Grade process would be used to determine GCSE, A-level and Diploma students’ grades this summer, replacing GCSE and A-level exams and Diploma internal and external assessments. Further guidance on awarding qualifications this summer was subsequently published on 25th February 2021. This document outlines The Henley College 2020/21 quality assurance process for determining Centre Assessment Grades for final year students. The document covers Pearson’s guidance on Qualification Level Teacher Assessment Grades.

Purpose

The purpose of this policy is to:

* Ensure teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across curriculum areas.
* Ensure the operation of effective processes with clear guidelines and support for staff.
* Ensure that all staff involved in the processes clearly understand their roles and responsibilities.
* Support teachers to take evidence-based decisions in line with Joint Council for Qualifications (JCQ) guidance.
* Ensure historical data is considered and appropriate decisions are made in the centre assessment grades process.
* Support a high standard of internal quality assurance in the allocation of centre assessed grades.
* Support the College in meeting its obligations in respect of equality legislation.
* Ensure the College meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
* Ensure the process for communicating to candidates and their parents/guardians how they will be assessed is clear.

Scope

This Policy is relevant to all members of staff involved in determining, quality assuring and administering students’ centre assessed grades in summer 2021. The Policy should be read in relation to the College’s Teaching, Learning and Assessment Policy, and the Equality Policy.

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## **Roles and Responsibilities**

**This section outlines the roles and responsibilities of staff involved in the process of determining centre assessed grades in 2020/21.**

**Head of Centre**

The Head of Centre, Satwant Deol, will:

* Be responsible for approving the College policy for determining centre assessed grades.
* Have overall responsibility for the College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
* Confirm that centre 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.
* Ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

**Senior Leadership Team and Curriculum Leaders**

The Vice Principal, Heads of Faculty and Curriculum Leaders will:

* Provide training and support to staff on their roles and responsibilities in respect of centre assessment grades.
* Support the Head of Centre in the quality assurance of the final centre assessed grades.
* Ensure an effective approach within and across curriculum areas, and authenticate 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 them.
* Ensure teachers make consistent judgements about student evidence when determining grades.
* Ensure staff conduct assessments under the appropriate levels of control, as laid out by the Joint Council for Qualifications.
* Ensure teachers have the information required to make accurate and fair judgments.
* Ensure that a Centre Assessment Grade Checklist is completed for each qualification that is being submitted.

**Teachers and Assessors**

Teachers and Assessors will:

* Ensure they conduct assessments under appropriate levels of control, and have sufficient evidence, in line with this Policy, to provide centre assessed grades for each student they have entered for a qualification.
* Ensure that the centre 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**.**
* Produce an Assessment Record for each subject cohort, that includes a record of the assessment evidence, the level of control for assessments, any evidence that explains how centre assessed grades were determined, and any variations for individual students.
* Securely store and be able to retrieve sufficient evidence to justify their decisions.

**Examinations Officer**

The Examinations Officer will be responsible for the administration of the College’s final centre assessed grades and for managing the post-results services.

## **Training, Support and Guidance**

**This section outlines the training, support and guidance provided to members of staff responsible for determining centre assessed grades.**

Teachers involved in determining grades will attend centre-based training to help achieve consistency and fairness to all students.

The College will ensure all teachers are provided with training and support to facilitate a consistent approach to:

* Arriving at centre assessed grades
* Marking of evidence
* Reaching a holistic grading decision
* Applying the use of grading support and documentation

Furthermore, teachers will receive guidance and support on:

* Access Arrangements and Special Consideration
* Confidentiality, Malpractice and Conflicts of Interests

Relevant College policies and JCQ documents will be shared with all teaching staff involved. Teachers will engage fully with training and support provided by the Joint Council for Qualifications and the awarding organisations.

Curriculum Leaders and the Teaching and Learning Manager will identify relevant needs and arrange mentoring support from experienced teachers for NQTs and teachers less familiar with assessment.

The College will put in place additional internal reviews of centre assessed grades for NQTs and other teachers less familiar with assessment.

## **Use of Appropriate Evidence**

**This section indicates how the College will give due regard to the section in the JCQguidance entitled: *Guidance on grading for teachers*.**

Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations. All candidate evidence used to determine centre assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals*.*

Evidence may include:

* 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.
* Non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
* 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.
* Class or homework (including work that took place during remote learning).
* Internal tests taken by students.
* Internal exams taken over the course of study.
* Records of a student’s capability and performance over the course of study in performance-based subjects such as music, drama and PE.

Additional Assessment Materials:

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

The College will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

* 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 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 Centre Assessed Grades**

**This section outlines the approach the College will take to awarding centre assessed grades.**

* Teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. the student’s demonstrated knowledge, understanding and skills across the content of the course they have been taught.
* Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.

Teachers will produce an Assessment Record for each subject cohort and will share this with their Curriculum Leaders and Head of Faculty. Any necessary variations for individual students will also be shared.

## **Internal Quality Assurance**

**This section outlines the approach taken to ensure internal standardisation of centre assessed grades, to ensure consistency and fairness.**

Internal quality assurance will be carried out by the Vice Principal, the Head of Faculty BHL, the Head of Faculty STM, and the Teacher Training Manager. The internal quality assurance team will:

* Ensure all teachers involved in determining centre assessed grades have access to and understand this Policy document.
* In subjects where there is more than one teacher and/or class, ensure an internal standardisation process is carried out.
* Ensure all teachers are provided with training and support to facilitate a consistent approach to:
* Arriving at centre 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 the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of centre assessed grades.
* Where necessary, review and reflect on individual grading decisions to ensure alignment with standards outlined by exam boards.
* Where appropriate, amend individual grade decisions to ensure alignment with exam board standards.
* Where there is only one teacher involved in marking assessments and determining grades, review assessment decisions. This will be done by the relevant Head of Faculty, or Vice Principal, as appropriate.
* In respect of equality legislation, consider the range of evidence for students of different protected characteristics that are included in internal standardisation.

## **Comparison of Centre Assessed Grades to Results of Previous Cohorts**

**This section outlines the approach taken to compare centre assessed grades in 2021 with results from previous cohorts.**

The Head of Faculty STM will:

* Provide information on grades awarded in June examinations in 2019 and 2020.
* Remove from the historic data any subjects/qualifications the College no longer offers.

The internal quality assurance team will take into consideration:

* The size of the cohort in each year.
* Fluctuations in the College’s overall grade outcomes between June 2019 and June 2021.
* Qualification and College level variations in outcomes during the internal quality assurance process.

The internal quality assurance team will produce a 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 years, addresses the reasons for this divergence.

If the initial centre assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years, the internal quality assurance team will:

* Give appropriate regard to potential mixtures of A\*-G and 9-1 grades in GCSEs, and where required, use Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
* Include grades from international GCSEs, if these have been previously offered these.
* Bring together other data sources that will help quality assure the June 2021 grades.

## **Access Arrangements and Special Considerations**

**This section gives details of the College’s approach to access arrangements and mitigating circumstances (special consideration).**

* Curriculum Leaders will be given details of EAA’s for second year students, which will be communicated to their teams
* Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) the College will make every effort to ensure that these arrangements are in place when assessments are being taken.
* Where illness or other personal circumstances might have affected performance in assessments used in determining a student’s standard of performance, the College will take account of this when making judgements and apply special consideration when marking.
* The College will require evidence for all special consideration requests.
* The College 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, the College will require all teachers to read the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf)

**Addressing Disruption/Differential Lost Learning (DLL)**

**This section gives details of the College’s approach to addressing disruption or differentiated lost teaching.**

* Centre assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
* Students will not be assessed on content they have not been taught due to disruption and lost learning.

## **Objectivity**

**This section outlines the arrangements in place to ensure objectivity of decisions.**

This section gives a summary of the arrangements put in place to account for subjectivity in determining centre assessment grades, which must be present to some extent if teachers are asked to compile their own evidence base for the qualifications they teach, and assess work and determine grades themselves. The arrangements ensure the highest level of objectivity is applied to determining students’ centre assessment grades. The Policy as such, enables teachers and assessors to fulfil their duties and responsibilities in relation to equality and disability legislation.

All staff involved in determining centre assessed grades should be aware that:

* Unconscious bias can cause them to skew judgements.
* Evidence should be valued on its own merit as an indication of performance and attainment.
* Centre assessed grades should not be influenced by a candidate’s 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.

The Vice Principal, Heads of Faculty and Teacher Training Manager will therefore consider, as part of the internal quality assurance process:

* 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.
* Bias in initial centre assessed grades.

## **Recording Decisions and Retention of Evidence and Data**

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

* We will ensure that teachers and Curriculum Leaders maintain records that show how the centre assessed grades process operates, including the rationale for decisions in relation to individual marks/grades.
* The College 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.
* The College will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
* The College will comply with our obligations regarding data protection legislation.
* The College will ensure that the grades accurately reflect the evidence submitted.
* The College 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).

**Authenticating Evidence**

**This section 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.**

Robust mechanisms, which will include using only work that can be authenticated by the teacher, or where discussion with the student determines that the work is their own, will be in place to ensure that teachers are confident that work used as evidence is the students’ own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.

It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. The College will follow all guidance provided by awarding organisations; [AQA](https://www.aqa.org.uk/2021-exam-changes); [Eduqas](https://www.eduqas.co.uk/home/summer-2021-information-and-updates/); [OCR](https://www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/); [Pearson](https://www.pearson.com/uk/educators/schools/update-for-schools.html); [WJEC](https://www.wjec.co.uk/home/assessments-2021-get-the-support-you-need/); & [UAL](https://www.arts.ac.uk/partnerships/ual-awarding-body/stories/results-2021-update-from-ofqual-and-department-for-education?utm_medium=email&utm_campaign=Registering%20students%20this%20academic%20year&utm_content=Registering%20students%20this%20academic%20year+CID_f248cd77f8d71f4252964192153185f3&utm_source=Campaign%20Monitor%20Awarding%20Body&utm_term=delivering%20results%20this%20year); to support these determinations of authenticity.

**Confidentiality, Malpractice and Conflicts of Interest**

**This section outlines the measures in place to ensure the confidentiality of the grades the College determines, and to make students aware of the range of evidence on which those grades will be based, and to manage any issues of malpractice or conflict of interest.**

**Confidentiality**

All staff involved have been made aware of the need to maintain the confidentiality of centre assessed grades. Teaching staff have been briefed on the requirement to share details of the range of evidence on which students’ grades will be based, while ensuring that details of the final grades remain confidential. Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

**Malpractice**

College policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.

All staff involved have been made aware of these policies, and have received training in them as necessary.

All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:

* Breaches of internal security
* Deception
* Improper assistance to students
* Failure to appropriately authenticate a student’s work
* Over direction of students in preparation for common assessments
* Allegations that centres submit grades not supported by evidence that they know to be inaccurate
* Centres enter students who were not originally intending to certificate a grade in the Summer 2021 series
* Failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages
* 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](https://www.jcq.org.uk/exams-office/malpractice/jcq-suspected-malpractice-policies-and-procedures-2019-2020) 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**

To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.

Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.](https://www.jcq.org.uk/wp-content/uploads/2020/09/Gen_regs_approved_centres_20-21_FINAL.pdf)

We will carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

## **Private Candidates**

**This section outlines the approach to working with Private Candidates, in order to arrive at appropriate grades.**

Arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches used to determine grades for internal candidates. Where it is necessary to utilise different approaches, the JCQ Guidance on Private Candidates will be followed and any divergence from the College’s approach for internal candidates recorded on the appropriate Centre Assessment Grade form.

Grades for Private Candidates will be excluded from the review of cohorts’ grades, in conjunction with previous year’s results.

## **External Quality Assurance**

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

* All staff involved in determining centre assessment grades should be aware of exam board requirements for External Quality Assurance.

* All necessary records of decision-making in relation to determining grades should be retained in course files and submitted the Curriculum Leaders.
* All student evidence used to determine students’ grades should be retained in the course file and available for review as required.
* Where student evidence is no longer available, for example where the material has previously been returned to students and cannot now be retrieved, this will be recorded on the Centre Assessment Grade form.
* All staff involved in determining students’ centre assessment grades should be aware of the possibility of interaction with exam boards during the different stages of the External Quality Assurance process, and will be expected to respond promptly and fully to enquiries, including attendance at virtual visits if necessary.
* Arrangements will be put 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 should be aware that a failure to respond fully and effectively to exam board additional requirements may result in further action from the exam board, which could include withholding results.

## **Results**

**This section details the College’s approach to issuing results to students and the provision of advice and guidance.**

* All staff involved in determining students’ centre assessment grades should be 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, w/c 9th August.
* Academic staff and Exams staff and Student Services staff, should be available on 10th and 12th August to enable the efficient receipt and release of results to students.
* Academic staff and Student Services staff should be available on 10th and 12th August to provide all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
* Guidance to students will include advice on the appeals process in place in 2021 (see below).
* Exams staff will be available from 10th August to respond to any requests for information from exam board, such as information on missing or incomplete results.
* Parents/guardians will be made aware of arrangements for results days.

**Appeals**

**This section details the College’s approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.**

* All staff involved should be aware of arrangements for, and requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
* Internal arrangements for the swift and effective handling of Centre Reviews, in compliance with exam board requirements, will be led by the Vice Principal and supported by the Exams Manager, and relevant Head of Faculty, Curriculum Leader and teaching staff.
* All staff involved in determining, quality assuring and administering students’ centre assessment grades will be briefed on the process for, and timing of, Centre Reviews, and will be available to ensure their prompt and efficient handling.
* Students will be informed of the stages of appeal, if they wish to appeal their grade(s).
* The timely submission of appeals to exam boards, including priority appeals, will be made on behalf of the student by the Exams Manager.
* The Exams Manager will obtain written consent from students to initiate an appeal, and will record students’ awareness that grades may go down as well as up on appeal.
* The College will provide information on the appeals process to parents and guardians.