

Thornhill Community Academy

Centre Policy for determining teacher assessed grades in Summer 2021 and Appeals Policy 2021-22

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Name of document writer	Matthew Burton
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Thornhill Community Academy Centre Policy for determining teacher assessed grades in Summer 2021

Background

1.1 This Centre Policy is written to ensure that principles are in place which ensures that all KS4 Teacher Assessed Grades (TAGs) awarded to students in summer 2021 are:

- Fair
- Transparent
- Based on robust evidence
- Awarded without unconscious bias

1.2 Whilst individual departments within the Academy will use different evidence in order to effectively award appropriate grades, parents/carers have been written to, to give an overview of evidence which will be used, key dates, and processes that will be followed.

1.3 This policy will outline how:

- The Academy will determine TAGs
- Students can make a representation against evidence to be used to determine a TAG
- Students can appeal for special consideration to be applied prior to TAG submission
- Students can appeal against a TAG awarded in August

1.4 This policy takes account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

Centre Policy for determining teacher assessed grades – summer 2021:

THORNHILL COMMUNITY 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, **Matthew Burton**, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Thornhill Community 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 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 is completed for each qualification that they are submitting.
- ensure that ECTs are given appropriate and additional training in order that they can fully and confidently take part in the awarding of TAGs
- be responsible for disseminating appropriate information pertaining to access arrangements to appropriate colleagues

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.*
- *ensure that the appropriate access arrangements will be in place for all eligible students for all grading assessments that take place after 8th March 2021.*

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*

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Training of this type may be provided by centre-based colleagues or core directors from across SHARE multi-academy trust.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Teachers involved in determining grades in our centre will attend training around ensuring that unconscious bias does not affect the awarding of any grades.*
- *All staff trained appropriately will sign declarations to confirm the training and support they have received in order to effectively determine TAGs*

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.*
- *We will ensure that less experienced are supported comprehensively in terms of their wellbeing when making determining grades.*
- *All teachers marking assessments will meet to conduct pre and post marking moderation activities for assessments using literature from the examination board including the board issued materials.*

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.*
- *All candidate evidence used to determine teacher assessed grades **from February 2021 onwards**, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *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.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will 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.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

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.*
- ***Where deemed to be appropriate**, 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.*
- ***Where deemed to be appropriate**, 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:

- 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.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.*
- *Any and all Assessment Records and overviews will be shared with Senior Leaders before being submitted in order to ensure transparency.*
- *All parents/carers and students will be communicated with in order to inform them of the evidence which will be used to determine TAGs*
- *Final grades, or grades from specific assessments, NEA, practical performance etc WILL NOT be shared with students or parents prior to submission. The final grade will be awarded by the awarding bodies on 12th August 2021*

Representation regarding the evidence base

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

- *TAGs will be determined using a wide range of evidence to ensure it is representative of what a student knows, understands and can do. The evidence to be used in determining a TAG is communicated to students and parents/carers early in the process. This will include the details of the evidence to be used but WILL NOT include the grade to be submitted to the Awarding Bodies.*
- *Students, supported by their parents/carers and assisted by college staff, can make a representation if they feel the evidence to be used is not representative of their ability and knowledge. The opportunity to make a representation is to ensure no student is unduly disadvantaged by the use of a particular piece of evidence, when there are mitigating circumstances that prevented the student producing the work they are capable of for a specific piece of evidence.*
- *Examples of reasons why a student may not feel a particular piece of evidence represents their ability and knowledge may include, but is not exclusive to:*
 1. *Illness or absence from school (such as due to COVID-19) on the day the piece of evidence was produced;*
 2. *Periods of illness or absence from school (such as due to COVID -19) prior to the day the piece of evidence was produced;*
 3. *Periods of illness or absence from school (such as due to COVID -19) when the subject of the piece of evidence was taught;*

4. *Caring for a family member or relative who was ill on the day or around the day the piece of evidence was produced;*
5. *Bereavement of a family member or close family friend on the day or around the day the piece of evidence was produced;*
6. *Known reasonable adjustments, that would be expected to be in place, were not in place when the piece of evidence was produced.*

How to make a Representation

- *If students think they have evidence linked to the points highlighted above (1-6), they will be made aware that they can make a representation for 'special consideration'. They can be supported by their parents/carers. We will ensure no student is disadvantaged by not understanding the process. Students will receive training in how to make a representation.*
- *A representation should be made as early as possible in the process, but can be made any time up to Friday 21st May 2021. Any representation made after this date may not be able to be considered.*
- *A representation must be made in writing by completing the form 'Student Representation Request' at Appendix 1 in this policy. The form should be submitted via email to thornhill.exams@sharemat.co.uk. The form will be made available to all students.*
- *When a student makes a representation, we will inform their parents/carers with the student's consent.*

How a Representation will be assessed

- *Each representation will be reviewed a member of the Senior Leadership Team, including a discussion with the student, parent, Head of Department, exams office &/or Head of Year*
- *In the majority of cases it is hoped that students will have already had the opportunity to complete an alternative assessment, practical performance or identified sections of NEA.*
- *Where the details of a representation are agreed by the member of the Senior Leadership Team and an alternative cannot be completed, the original piece of work/assessment will not be used or special consideration will be applied, following JCQ guidelines.*
<https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf>
- *If the proposed evidence did not include reasonable adjustments that would be expected to be in place, the teacher will take this into consideration in determining the TAG.*
- *Once the alternative evidence or mitigation has been agreed, the teacher will submit their alternative evidence or mitigation to their Head of Department, Senior Leader line manager and Headteacher for consideration and review. If approved, the student will be informed of the alternative evidence or mitigation to be used. If it is not approved, a further conversation will be held with the student, with Senior Leadership involvement where necessary.*
- *Throughout the discussions, the student will be supported in the process with help and advice provided by parents/carers or another trusted adult as appropriate. We will ensure students understand and agree with the evidence that will be considered for their TAGs.*

Student Declaration

- *All students will be asked to sign and date a declaration to confirm the work they have completed is their own work and they agree to the evidence used to produce their TAGs. A copy of the declaration can be found at Appendix 2 in this policy. This declaration must be completed and retained by the Academy until 5 November 2021 (12 weeks after results day).*
- *Reference to any representation(s) will also be added to the student declaration, including the outcome of the review, any changes to the evidence used to generate the TAG or any special consideration applied.*

Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal 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 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.*
- *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 process.*
- *Wherever possible and appropriate, standardisation of work will be completed across SHARE multi-academy trust departments.*
- *We will 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*
- *We will conduct internal standardisation across 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 is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be the teacher's line manager on the Academy's Senior Leadership Team, and Stephen Pitcher (Deputy Headteacher).*
 - *In this case, robust and thorough standardisation across other centres within SHARE multi-academy trust will be conducted*
- *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.*

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.

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *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.*
- *We will 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 QA process.*

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.

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- ~~*We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.*~~
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*
- *We will moderate our evidence portfolios as far as possible (where examination boards are the same) with other schools in the Trust.*

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

- *We will omit subjects that we no longer offer from the historical 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).

- *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.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will either adjust the grade to reflect the absence of the reasonable adjustment or more preferably, remove that assessment from the basket of evidence and alternative evidence obtained, with the agreed reasonable adjustment in place.*
- *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 have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*
- *We have written to parents to make them aware of the special consideration process*

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.*
- *Students will not be assessed against content that has not been taught.*
- *If students are absent for an assessment, an alternative time will be identified for them to complete a shadow assessment when they return to the Academy.*

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

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 standardisation process will help to ensure that there are different perspectives to the quality assurance process.

All staff involved in the awarding of grades will complete training on unconscious bias.

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 records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual 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.*
- *We 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.*
- *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).*

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.

Robust mechanism will be in place, which will include:

- *Each student completing a Student Declaration Form*
- *The use of the SHARE MAT Whistle-blowing Procedure and Policy*
- *Moderation of NEA evidence in line with usual requirements*
- *managing the balance of evidence used to determine final grades to ensure the balance of the weight of evidence comes from highly controlled sources of evidence*
- *a signed student declaration in each subject area*

These will 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. We will follow all guidance provided by awarding organisations [\[LINK\]](#) to support these determinations of authenticity.*

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 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

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.

It is vital that TAGs are awarded to students with integrity and honesty, following the process set out by the school in line with national government and awarding body guidance. This is important for students to ensure they receive the grades they deserve for their effort and commitment over a number of years, and it is important for the Academy, Trust and teaching profession to uphold professional standards and the trust placed in teachers and leaders in the education sector.

If any students, parents/carers or member of staff believe there has been malpractice or maladministration, they should report it in line with the Trust's policies.

For the purposes of the TAG process, it is vital that all members of staff do not accept any offers of gifts or hospitality from any students, parents/carers or any other individuals who may be connected to a student receiving a TAG in the summer of 2021.

If offers of gifts or hospitality are received by any member of staff, they must report this immediately to their line manager or a senior leader within the Academy or SHARE multi-academy trust.

If any students, parents/carers or member of staff believe there has been malpractice or maladministration, they should report it in line with the trust's policies.

- *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:*
 - *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.*
- *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 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](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

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/carers 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.

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.*
- ***Students** 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*

Appeals guidance for students

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

- *If a student does not agree with their final grade, they can appeal against the grade they have been awarded, by completing 'Student Appeal Against Grade Awarded' at Appendix 3 in this policy. Appeals must be shared at the earliest date possible. The deadlines for students to request an initial appeal are:*
 - *Monday 16th August 2021 for GCSE English and Mathematics*
 - *Friday 3rd September 2021 for all other GCSE subjects*
- *The deadlines for centres to request an appeal to the exam board are:*
 - *Monday 23rd August 2021 for GCSE English and Mathematics*
 - *Friday 17th September 2021 for all other GCSE subjects*
- *The initial appeal will consider two aspects:*
 - *If a student believes the Academy has made an administrative error, e.g. they submitted an incorrect grade; and/or*
 - *If a student believes the academy did not apply a procedure correctly, e.g. they did not follow their Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness.*

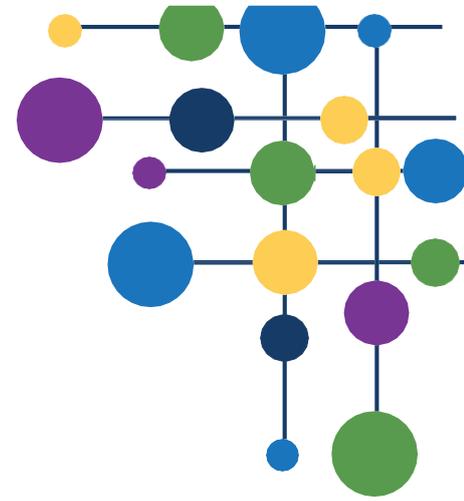
- *We will review the appeal to consider if an administrative or procedural error has taken place. This will be checked by a Senior Leader and approved by the Headteacher. If an error is found we will resubmit the evidence to the awarding body for re-consideration.*
- *If an error is not found, but the student still believes they have not been awarded the correct grade, they can request we make an appeal to the exam board on their behalf. The board would then review whether the school or college made:*
 - *an unreasonable exercise of academic judgement in the choice of evidence from which they determined the student grade and/or in the determination of the student's grade from that evidence.*
 - *the school or college did not apply a procedure correctly, e.g. they did not follow their Centre Policy, did not undertake internal quality assurance, did not take account of access arrangements or mitigating circumstances, such as illness.*
 - *the exam board made an administrative error, e.g. they changed your grade during the processing of grades.*
- *We will submit the student's appeal evidence and the evidence of the centre's justification for the grade to the awarding body. The awarding body will then consider if the process has been followed correctly and if the TAG reflected an appropriate exercise of academic judgement.*
- *An awarding body will only revise a student's grade at appeal where it finds the evidence on which the grade was determined cannot reasonably support that grade, rather than as a result of marginal differences of opinion. A student's grade could go up or down following an appeal.*
- *In both instances, the awarding body will determine whether a grade should be changed, and if so, will issue a final grade to the student.*
- *When processing an appeal, it will be considered as a complaint. Therefore, the principles outlined in the SHARE MAT Complaints Policy and Procedure will be followed.*

Appendix 1 - Student Representation Request

Student Name:

Academy:

Subject(s)			
Please state the evidence you would like to be reconsidered for inclusion in determining your Teacher Assessed Grade:			
Please state the reason(s) why you would like the evidence to be reconsidered:			
Signed:		Date:	



Appendix 2

2021 GCSE candidate declaration

Name		Candidate number
Subject		Teacher

1. Summary of work completed

Please list below the work that you have completed which you are aware will be used to calculate your teacher assessed grade in this subject:

Work completed prior to February 2021	Work completed after February 2021

2. Malpractice information

It is important that any work used to calculate your grade is your own work and demonstrates your own ability in the subject.

Malpractice can include:

- Sharing information about examination, test or grading assessment papers
- Copying others' work in examinations, tests or grading assessments, or in pieces of controlled assessment or coursework
- Giving your work to others

- Impersonating other people in an examination, test or grading assessment
- Helping other people with their work

It is important that:

- All work completed is yours and yours alone
- You do not loan your work to other people
- You are not involved in any unfair or dishonest practice before, during or after the examinations, tests or grading assessments
- You do not make attempt to cheat or break any rules before, during or after the examinations, tests or grading assessments
- You do not use any prohibited written notes, mobile phones or any other technology to give you an advantage over others
- You do not communicate with others during any examinations, tests or grading assessments
- You ask your teacher if you have any questions or worries about malpractice

3. Teacher declaration

I confirm that:

- I have clearly explained evidence that will be used to calculate this student's grade in this subject to this student and answered any questions that they have asked
- I have clearly explained malpractice to this student and answered any questions that they have asked

Signed _____ Date _____

4. Student declaration

Please sign and date below to confirm understanding.

I, _____ (name), confirm that:

- I know which pieces of work my teachers will use to assess my grade in this subject
- I agree these pieces can be used to assess my grade
- All work assessed in this subject is my own work
- I understand the malpractice rules
- I have not broken any of the malpractice rules
- I confirm I have made my teacher aware of any circumstances that may have prevented me from completing these pieces of work to the best of my ability

Signed _____ Date _____

Appendix 3 - Student appeal form 2021

Student Name:

Academy:

Student Candidate Number

Please tick all that apply:

- I would like my academy to check if an administrative and/or procedural error has occurred in awarding the following grades; and/or
- I would like my academy to submit an appeal on my behalf regarding the awarding of the following grades.

I understand that submitting an appeal to the awarding body could result in my grade remaining the same, being move up OR down.

Subject(s)	Grade(s) awarded
Please state the evidence you would like to be considered in your appeal for the awarding of your Teacher Assessed Grade(s):	
I confirm I understand that my college will investigate if an error has been made in the awarding of my grade(s) and/or will submit my evidence, along with the evidence used to produce my Teacher Assessed Grade, to the Awarding Body for review.	
I confirm I understand my grade(s) could remain the same, go up or down following an appeal.	
Signed:	Date:

This form must be signed, dated and returned to the exams office thornhill.exams@sharemat.co.uk by:

- Monday 16th August 2021 for all A levels **and** GCSE English and Mathematics
- Friday 3rd September 2021 for all other GCSE subjects

The final date for appeals to the examination boards is - Monday 23rd August 2021 for all A levels **and** GCSE English and Mathematics; Friday 17th September 2021 for all other GCSE subjects.

It is highly recommended for students to submit their appeal at the earliest date possible.

Appendix 4: Head of Department Checklist/Declaration

[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 JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021, and this has been documented in the Assessment Record.	
4. The evidence has been authenticated as the candidates' own work.	
5. Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved schools or is dual registered).	
6. The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. 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 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. [Note: the Head of Centre may provide the second signature where there is a one teacher department.]	
Provide detail and justification where you have indicated N to any of the above:	

Head of Department Name: _____

Signature: _____

Date: _____

Appendix 5: Assessment Record

Assessment Record for determining teacher assessed grades in Summer 2021- Thornhill Community Academy

[ADD DEPARTMENT NAME HERE]

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

Assessment Evidence Form

[To be completed by the Head of Department for each subject, for each level (e.g. GCSE Maths, AS Maths and A Level Maths would require separate grids)]

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the additional form below.

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

	Type of Assessment	Unit __				Unit __				Unit __				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: [e.g. Mock examination taken on 3 January 2020]	[e.g. Examination]	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	[e.g. H]
Assessment 2: [identifier]														
Assessment 3: [identifier]														
Assessment 4: [identifier]														
[add/delete as necessary]														
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</p>														
<p>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</p>														

Subject Title: _____

Subject Code _____

Head of Department: _____

Signature: _____

Date: _____

Subject teacher: _____

Signature: _____

Date: _____

Variations for Individual Students

[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Candidate name: _____

Candidate Number: _____

Centre name: _____

Centre Number: _____

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
--------	--------	------	-----	----	-----	-------

Subject title: _____

Subject Code: _____

Section 1: COVID Related Disruption – Learner Context	Y/N/NA
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<p>If 'yes' please provide details of how the disadvantage has been considered (including the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.)</p>	

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

Section 3: Mitigating circumstances (Special Consideration)	Y/N/NA
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
Reason for mitigating circumstances:	

