

St. Ninian's
SCOILL ARD



High School
NOO NINIAN

Producing Centre grades policy

2020/21

POLICY	Exams policy
Person(s) responsible for updating policy	Deputy Head Teacher in charge of Examinations
Date approved:	23 rd March 2021
Date to be reviewed:	When centre grades are necessary
Status:	Statutory



Key staff involved in the policy

Role	Name(s)
"Head" of centre	Chris Coole
"Deputy" Head teacher in charge of Examinations	Tony Smith
"SLT" members	Angela Daugherty, Jo White, Nick Dyson, Kevin Smith, Rachel Withington, Suzanne Shimmin, Tony Smith
"Exams officer"	Mark Kinvig, Becky Smith
"SENCo"	Gail Higgins

Purpose of the policy

The purpose of this policy is:

- to ensure that Centre Grades (CG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process
- 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 Exam board and exam regulators requirements
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades
- to achieve a high standard of internal quality assurance in the allocation of CGs
- to ensure the centre meets its obligations in relation to equality and disability legislation
- to ensure the centre meets all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions 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.

This policy will be communicated to all relevant centre staff.

It will be the responsibility of everyone involved in the generation of Centre Grades to read, understand, and implement the policy.

Centre Grade is a generic term that represents the different terms used

- Centre Determined Grades (WJEC)
- Teacher Assessed Grades (UK, Ofqual regulated boards)
- School Assessed Grades (CAIE)



1. Roles and responsibilities overview

Chair of governors

- Approves the policy

Head of centre

- Understands the contents, refers to and directs relevant centre staff to relevant exam board publications
- Ensures that one person "Deputy Head teacher (in charge of examinations)" has overall coordination of the centre grade process
- Ensures centre staff are supported and appropriately trained to undertake key tasks within the Centre Grade process
- Ensures centre staff undertake key tasks within the Centre grade process and meet internal deadlines set
- Ensures departmental quality assurance processes are in place
- Ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.
- Confirm that centre 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.
- Ensures disability legislation is followed
- Ensures equality legislation is followed
- Ensures data protection policies are followed
- Ensures a complaints and appeals procedures are in place
- Signs the Head of Centre declaration to confirm all processes have been followed

Deputy Head teacher in charge of examinations

- Understands the contents, refers to and directs relevant centre staff to relevant exam board publications
- Ensures all necessary policies and procedures are in place such that the centre fulfils its role in the production of centre grades
- Ensures members of SLT are able to support subject leaders to complete all necessary tasks relating to Centre Grades
- Ensures members of SLT are equipped to ensure subject: Assessment plans; Rational documentation; and Data spreadsheets are in produced and accurate
- Ensures Student and their parents are kept informed of the processes taking place
- Ensures quality assurance processes have taken place
- Ensure the secure storage and be ability to retrieve sufficient evidence that justifies assessment decisions.
- Provides training and support to SLT and Middle Leaders
- Support the Head of Centre in the quality assurance of the final Centre grades

Exams officers



- Are familiar with the contents of information from awarding bodies relating to Centre Grades
- Ensure key tasks relating to Centre grades are undertaken and relevant key dates and deadlines are met e.g.
 - Entries made accurately and on time
 - Submitting Centre Grades to the relevant awarding bodies
 - The submission of appeals
 - Manage the post-results service

Senior leaders (SLT)

- Are familiar with the contents of information from awarding bodies relating to Centre Grades
- Ensure Subject leaders they line manage are aware of their role with respect to Centre grades.
- Provide support to subject leaders to fulfil their role with respect to Centre grades
- Ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- Ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Ensure the assessments used are valid and meet exam board/JCQ guidance and are authenticated.
- Ensure the secure storage and be able to retrieve sufficient evidence that justifies assessment decisions.
- Support the Head of Centre in the quality assurance of the final Centre grades

Special educational needs co-ordinator (SENCo)

- Is familiar with the contents of information from awarding bodies relating to Centre Grades in relation to access arrangements
- Provide specialist help and guidance with respect to access arrangements
- Support the Head of Centre in the quality assurance of the final Centre grades

Subject Leaders (SL)

- Are familiar with the contents of information from awarding bodies relating to Centre Grades for their subject area.
- Ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- Ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- Ensure staff are taking in EAA into account
- 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.
- Provide training and support to our other staff.
- Support the Head of Centre in the quality assurance of the final teacher assessed grades
- Ensure they and their team are aware of their role with respect to Centre grades
 - Carry out any necessary training
 - Review any alterations or adjustments to course content
 - Develop assessment plans
 - Devise and deliver appropriate assessments that are valid, reliable, and fair
 - Carry out appropriate Quality assurance processes
 - Generate appropriate grades
 - Communicate appropriately to students and parents
 - Help with centre and external quality assurance processes
 - Assist with any reviews or appeals
- Securely store and be able to retrieve sufficient evidence to justify their decisions.

Teaching staff

- Are aware of, and carry out, their roles with respect to centre grades as directed by their subject leader
- 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 awarding body or Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- Ensure agreed EAA are in place when conducting an assessment
- Ensure that the centre 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 by awarding bodies or JCQ guidance.
- Support the subject leader to Produce and complete all necessary documentation relating to centre grades, including specifically the "Rational", "Assessment Record", Decision making record cover sheet"
- Securely store and be able to retrieve sufficient evidence to justify their decisions.

2. Training

- Teachers involved in determining grades in our centre will attend any centre-based 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.
- We will provide additional support, such as mentoring from experienced teachers, for NQTs and those teachers less familiar with assessment.



3. Assessment plans

When developing assessment plans, subject leaders will

- Review any adaptations or alternations to syllabus coverage
- Review any changes to NEAs
- Refer to awarding body requirements, such as Qualification Assessment Frameworks.
- Select a set of assessment tasks that when taken together covers the breadth of the learning objectives and syllabus content that has been taught and assessed for each student

4. Use of Evidence / Centre devised assessments

Teachers making judgements will have regard to the guidance on recommended evidence, and further guidance provided by awarding organisations.

All candidate evidence used to determine centre grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.

The assessments that subject area will use will either be:

- Exam board devised assessments,
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- Amended exam board material, or
 - If subject areas use “amended” exam board materials they will refer to **and follow** the guidance provided by the exam board.
- Their own assessment materials.
 - If subject areas use their “own” assessment materials they will follow exam board/JCQ guidance and expectation can complete any necessary training. Reasonable adjustments will be made to meet the equality act, this includes making modifications to papers, providing exam access arrangements and making special considerations.

We may use

- 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.
- substantial class or homework (including work that took place during remote learning).
- internal tests taken by pupils.
- mock 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 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.
- additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- 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.

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

30_Disability Policy

32_Access arrangements

35_Special consideration

5. Assessment delivery

Assessments will be carried out in a way that ensures the subject area is confident of the authenticity and validity of the work.



Where possible subject areas will follow the times, controls and expectations of awarding body guidance. For example

- When a piece of NEA is used the NEA procedures and protocols will be followed.
- When exam board materials are used the mark schemes will be followed

With “modified” or “own” assessments subject areas will put suitable and proportionate times and controls in place so as to ensure the validity, reliability and fairness of the assessment.

Assessments will be carried out in school under supervision.

- If a student is unable to attend an in school assessment (due to exceptional circumstances) they may take the assessment elsewhere. In this case the work will need to be authenticated and the result compared to other pieces of work completed in controlled conditions in order to validate its use.
- If an assessment takes place without supervision the subject area will need to be confident that the work is the work of the student. Staff will follow the principles as laid out in our policies relating to NEAs and applied learning

40_Non Examined assessments

41_Plagarism

70_Applied learning policy

Any cases of alleged, suspected incidents of malpractice, maladministration or conflicts of interest will be investigated following the centre’s malpractice policy.

53_Malpractice policy

Assessments will be stored securely and results of assessment recorded onto a spreadsheet of results which will be used to calculate the final grade.

The details for each assessment and how the final grade has been reached will be explained in the subject’s “rational document”

6. Determining centre 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.



7. Quality assurance of assessment and grading decisions

We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:

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

Subject areas will ensure that marking takes place in a manner that reduces bias and ensures that the mark is accurate and fair. Techniques will include at least 2 of these methods

- All assessments marked by one teacher
- Sharing of assessments so one teacher marks the same question across the cohort
- A teacher other than the class teacher marks the assessment
- Standardisation processes will take place prior to the marking of all assessments
- Moderation processes after the assessments have been marked

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. We will also liaise with other island schools.

Grading of individual assessments will only take place if exam board materials have been provided. These grades will be used to quality assure the final calculated grade.

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.

A clear explanation of how the final grade has been calculated will be given, which will outline the weighting of each individual assessment.

We will conduct internal standardisation across all 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).

The final grades will be quality assured by

- comparing the subject grades allocated to historical data



- 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.
- comparing subject grades allocated to other subject grades
 - monitoring the subject grades allocated of specific groups of students (FSM, SEN)

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.

8. Access arrangements and Special considerations

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 can remove that assessment from the basket of evidence and alternative evidence obtained.

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.

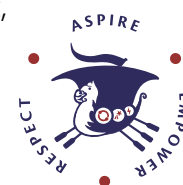
We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.

9. 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;

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

10. Recording decisions and retention of evidence

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).

11. Authenticating evidence

Robust mechanisms 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. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.



12. Confidentiality

All staff involved have been made aware of the confidentiality requirements relating to centre grades and the processes relating to them.

Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

13. Malpractice

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.

14. Conflict 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 exam board or JCQ documents

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

15. Private candidates

Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.



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.

16. External Quality assurance

All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the exam board or 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.

17. Results

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

18. Appeals

All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the exam board or JCQ Guidance.

Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.

All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.

Learners have been appropriately guided as to the necessary stages of appeal.

Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.

Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.

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

19. Centre Portability

As this centre is located in the Isle of Man we use a number of awarding bodies from a number of different jurisdictions: WJEC; SQA. CAIE as well as English JCQ.

Our arrangements ensure that we follow all guidelines and are compliant with all requirements for each awarding body/jurisdiction. This includes

- Deadlines
- Assessment plan criteria
- Confidentiality and which Data is shared with candidates

20. Learners and parents/carers communication

Initial communication to students and parents will focus on updating them on the processes that exam boards require the centre to follow and how we as a centre are following the guidelines. Once subject assessment plans are completed an overview timeline of all assessments yet to take place will be shared with students and parents.

Subject areas will share with student and parents a list of the assessments that will be used to calculate the final centre grade.

Individual students and their parents will be informed of any special consideration that has been put in place.



21. Internal reviews and complaints

We will read and take into account guidance produced by awarding bodies relating to centre grades and update our internal appeals policy and complaints procedures accordingly.

50_Internal appeals

51_Complaints and appeals procedure

