



Sutton Community Academy Centre Policy

A/AS LEVELS AND GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades – summer 2021:

SUTTON COMMUNITY ACADEMY (28146)

This document is intended to outline the principles and procedures that Sutton Community Academy (SCA) will be undertaking in order to award teacher assessed grades in Summer 2021 for Year 11, 12 and 13 students. This document will be read by all teaching staff, the examinations officer, governors and support staff involved in the assessment process; it will support staff in understanding our processes, in line with national and Trust guidance.

In summer 2021 students will receive teacher assessed grades. Teachers should consider the standard at which each student has performed over the course of study. This judgement should be holistic and based on the evidence of a student's performance on the subject content which they have been taught, whether in the classroom or via remote learning. In coming to these holistic judgments, teachers should use their professional judgement to balance the full range of evidence available for each student. The evidence will include work which has already been completed during the course as well as that which will be completed in the weeks and months to come. Judgements should not be affected by a student's behaviour (both good and poor), character, appearance or social background, performance of their siblings or any other factors including characteristics protected under equalities legislation such as a student's sex, race, religion/belief, disability status, gender reassignment or sexual orientation.

Following the students' return to face-to-face teaching on 9th March, staff should consolidate and revise students' learning for as long as possible and should aim to assess students on as broad a range of specification content as they can. This will be supported by a formal mock assessment period where the centre will facilitate summative assessments for most subjects, in accordance with JCQ examination guidelines. No new content will be taught when students return to SCA.

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*.

Appendices:

1. 'Assessment Record' (proforma)
2. 'Variations for Individual Students' (proforma)
3. 'Candidate and Centre Authentication' (proforma)
4. Completed Assessment Records for each subject (to be appended once approved)

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.*

ATT Trust Tight Principles

This section provides details on a series of tight principles, agreed by our Trust ATT, which SCA, must follow.

These are:

- *A robust process for awarding grades in line with Ofqual and examination board protocols, quality assuring and standardising the proposed grades and meeting the deadline for submission.*
- *The teaching of all new content. All learning following March 8th to be revision/re-teaching of delivered content and testing/assessments.*
- *We will take an aligned approach to communicating with pupils and parents about grades. Currently we are able to share with pupils the grades they have achieved on actual pieces of work. Any reporting to, or discussion with, parents will be based on the progress pupils have made in current pieces of work (working at grades) and predictive grades will not be given. Pupils and parents will be told that working at grades do not equate to a final*

predicted grade as many things have yet to happen before a final grade can be submitted. It allows us to have conversations about pupils trying to do better during the assessment window.

- *Each academy will prepare an assessment plan identifying the frequency and type of assessment for each subject, to be more than is needed so that 'best pieces' can be retained for evidence.*
- *The DfE has outlined the range of assessment evidence centres can use from throughout the course of study. "Schools and colleges need to use consistent sources of evidence for a class which relate closely to the specification requirements. You will need to be confident that work produced is the student's own and that the student has not been given inappropriate levels of support to complete it."*
- *Evidence will come from a range of sources, but all assessments must have been completed in controlled conditions or with teacher/tutor supervision.*
- *Mock exams in Year 11 were robust. We need physical evidence, not just data in a spreadsheet. We can use mock exams taken over the course of study if they provide stronger evidence.*
- *External exam results for vocational and applied examinations taken in January 2021.*
- *Coursework (preferably completed but DfE has said incomplete can be included).*
- *Further assessments from 8th March 2021 onwards under teacher/tutor supervision.*
- *Exam questions / mini assessments that have been set either internally or by examination boards.*
- *Records of each student's progress and performance over the course of study.*
- *For performance-based subjects, such as Drama and PE, a record of a student's capability and performance.*
- *Exemptions may be made for pupils who are ill or who are shielding in order to allow them to complete some assessments at home.*
- *Moderation will be ongoing from Easter until May and we will make use of our collaborative groups – subject TNGs – to standardise some of the assessments made by subject teachers. REDs and EPs will monitor the robustness and rigour of the moderation processes in each academy.*

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, Patrick Butterell, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the school 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.*

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.*

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.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

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

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

Use of appropriate evidence

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

A. Use of evidence

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

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *The evidence we select in each subject will be reflective of the students' ability in the subject and be able to demonstrate the range of Assessment Objectives for that subject.*
- *Evidence selected will be broadly similar between students in the same subject, though some variation will be permitted in exceptional circumstances (e.g. student had Covid-related absence during the period the evidence was generated).*
- *Examples of evidence we may use in generating a Centre-Assessed Grade:*
 - *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.*
 - *Any public examination results from the previous academic year or January 2021 series will be used.*

We provide further detail in the following areas:

Additional Assessment Materials

- *We will use additional assessment materials (E.g. a final Mock Exam) to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*

- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.*

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

- *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 (TAGs)

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.*

We give details here of our centre's Assessment Plans:

Each subject will complete an 'Assessment Record' (appendix 1), to identify the common assessment pieces used as evidence across a cohort of students. Assessment records should be submitted to SLT by 7/4/21 and will be appended to this document (appendix 4) after they have been approved.

Assessment Records will include:

- *Name of each common assessment piece used as evidence (up to 5 pieces)*
- *Type of assessment (e.g. Examination)*
- *Assessment Objective(s) covered by each assessed piece*
- *Level of control (L/M/H)*
- *Outline of reason(s) any assessment objective(s) has been omitted*
- *Rationale for the selection of common evidence pieces used*

All evidence used in the final grade assessment will be included in a candidate portfolio, of evidence, included with a 'Candidate and Centre Authentication Form' (appendix 2).

For some students, evidence included in the portfolio may vary from that identified on the Assessment Record, or a grade judgement may be made taking additional information into account. Reasons for this can include:

- *Variation from Evidence Record has been required*
- *Access Arrangements have been taken into account*
- *Special Consideration has been taken into account*

In each of the above cases a 'Variations for Individual Students' form (appendix 3) will be completed, to explain the variance. Where a Special Educational Need or Disability (SEND) is part of the reason, additional evidence or statement may be provided by the SENCo.

Key Dates

Week beginning	Activity
8 th / 15 th / 22 nd / 29 th March	4 week recovery curriculum – year 11 and 13 students brought back first to maximise time available for teaching and assessment
5 th / 16 th April	<i>Easter spring break (2 weeks)</i>
19 th April	Exam preparation
26 th April	GCSE and A Level Final Mock Examination week 1 (see below)
Tue 4 th May	GCSE and A Level Final Mock Examination week 2 (see below)
10 th May	GCSE and A Level portfolio collation
17th May	Friday 21st May: Student deadline for submission of Evidence Portfolio
24 th May	Wednesday 26 th May: Deadline for HoD QA and TAG submission to SLT Friday 28 th May: SCA Deadline for CAG submission to ATT
31 st May	<i>Summer half-term break (1 week)</i>
7 th June	Final Quality Assurance and Moderation
14 th June	Friday 18 th Jun: Deadline for submitting Centre Assessed Grades to the Exam Boards



Year 11 Final Examination Timetable Spring 2021

	Monday 26th April	Tuesday 27th April	Wednesday 28th April	Thursday 29th April	Friday 30th April
1 09:00-10:15	English Language 1hr 45mins	English Literature 1hr 40mins	Maths Paper 1 F & H (non-calculator) 1hr 30mins	Maths Paper 2 F & H (calculator) 1hr 30mins	Photography [D5] 5h
2 10:15-11:30					
3 12:00-13:15					
4 13:45-15:00	Science Paper 1 F & H (Biology) 1h 15mins	Science Paper 2 F & H (Chemistry) 1h 15mins	Science Paper 3 F & H (Physics) 1h 15 mins	Sport 1h	

	Monday 3 rd May	Tuesday 4 th May		Wednesday 5 th May		Thursday 6 th May		Friday 7 th May
1 09:00-10:15	BANK HOLIDAY	Statistics 1h 30mins	Catering (gp 1) [Cooking] 3h 30mins	Engineering 1hr	Sociology 1hr 45mins	French (Reading & Writing) H 2h 15mins F 1h 45mins	Spanish (Reading & Writing) H 2h 15mins F 1h 45mins	Catering (gp 2) [Cooking] 3h 30mins
2 10:15-11:30								
3 12:00-13:15		Dance [Dance Studio] 3h						
4 13:45-15:00				Computer Science 1h 30mins	Health and Social Care 1h	History 1hr 15mins		



Year 13 Final Examination Timetable Spring 2021

	Monday 26th April			Tuesday 27th April		Wednesday 28th April		Thursday 29th April		Friday 30th April
1 09:00– 10:15	Sociology 2h	Psychology 2h	Chemistry 2h 15mins	Law 2h	Physics 2h 15mins	History 2h 30mins	Computer Science 2h 30 mins	Maths 2h	Health and Social Care (Y12) 1h 30mins	
2 10:15– 11:30										
3 12:00– 13:15										
4 13:45– 15:00										

	Monday 3 rd May	Tuesday 4 th May		Wednesday 5 th May		Thursday 6 th May	Friday 7 th May
1 09:00– 10:15	BANK HOLIDAY	Media [ER] 2h 15mins	Biology 2h	Polish 2h 30mins	Geography 2h 30mins	Photography [D5] 5h	Art [Art Room] 5h
2 10:15– 11:30							
3 12:00– 13:15							
4 13:45– 15:00							

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.*
- *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 conduct Trust-level standardisation across subjects taken with the same examination board.*
- *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).*
- *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.*

In order to ensure validity of data, quality assurance will be multi-layered and will take place both throughout the collection of data and after they have been submitted to SLT.

Marking and moderation of mock examinations and assessments:

- *Heads of Department (HoDs) will need to carefully consider grade boundaries. At the start of academic year 2020-2021, all departments at SCA decided upon their boundaries.*
- *HoDs should also consider the distribution of grades once student data is collected.*
- *In line with the Trust's tight principles, HoDs should work with their TNGs to standardise assessments. HoDs will need to include detail of this within their assessment planning documentation. HoDs should ensure that moderation occurs for mock examinations and mini assessments. The purpose of moderation is to ensure that assessment outcomes*

(mark/grade) are fair, valid and reliable and that assessment criteria have been applied consistently. The process should ensure that any differences in academic judgement between individual markers can be acknowledged and addressed.

- *Final mocks taken in April/May will be moderated firstly through departmental activity, with further moderation and standardisation taking place at a Trust level through the TNGs.*

Points to consider regarding marking and moderation:

- *A selection of exam papers marked and discussed as a team in order to further secure the application of the mark scheme prior to exam marking. This gives opportunity to agree any additional guidance for the mark scheme prior to marking of the whole cohort and can help to ensure consistency of marking across the team.*
- *Each marker being buddied up with another member of the team in order to double mark a sample of their marked scripts. Both markers should then meet to discuss any discrepancies and agree marking. Where any discrepancies cannot be agreed, the HoD should resolve these.*
- *HoDs should consider the approach to marking. For example, is marking likely to be more accurate if members of the team become 'experts' at marking particular questions for the whole cohort rather than whole papers for a smaller number. When deciding this, the rationale should always be to give the greatest accuracy to marking.*
- *Sending a marked sample to another TNG team in order for them to feedback on the marking of a sample. Marking can then be compared and mark schemes agreed prior to marking the rest of the cohort.*
- *Consider the use of staff who have marked for the exam board and their role in moderation of marking.*

Non-negotiables regarding moderation are:

- *At least 10% of the cohort should be sampled for each marker for each paper.*
- *Moderation must include a random sample of marked papers being double marked by another member of the team. Markers should not know which scripts will be double marked.*
- *Where changes are made to the marking of scripts, the questions or parts affected should be amended in all other papers to reflect what has been agreed and to ensure consistency across the whole sample.*
- *HoDs should keep clear records of the moderation that has taken place for both mock examinations and mini-assessments.*

Curriculum Leader submission of Teacher Assessed Grades

Following submission of assessment plans, central data collection sheets for each subject will be generated. These will be set up with:

- *Student full names*
- *Candidate numbers*
- *Columns for the grades for the number of mini-assessments agreed*
- *Teacher assessed grade to be submitted to the exam board*

- *Rank-order of students at each grade*

When submitting final TAGs:

- *Declarations to completed by HoDs and relevant SLT. TAGs should not be submitted without line manager authorisation. Whilst HoDs are awaiting these spreadsheets, they should continue to use departmental tracking procedures to ensure that all data is readily available upon request. Amendments will be made should they be needed, following any further guidance from examination boards.*

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 bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

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 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.*
- *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](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)
<p>This section gives details of our approach to address disruption or differentiated lost teaching.</p> <ul style="list-style-type: none">• <i>Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.</i>

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.

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).*
- *Completed student evidence portfolios will be submitted to the Exams Officer by Friday 28th May, and stored securely on-site.*
- *All student work will be retained in accordance with Exam Board guidelines and the [ATT Data Protection Policy](#).*

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 mechanisms, which will include manual and electronic checks, 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 the relevant awarding organisation(s) to support these determinations of authenticity.*

The HoD should ensure that their teams have clear direction in terms of the data to use for the TAG. Following submission of the TAG, the HoD should carefully review the data submitted to ensure consistency across the department and to check that each grade is supported by sufficient evidence. Where this is not the case, the HoD should work with the teachers involved to re-issue the TAG prior to this being submitted to SLT by 26th May 2021.

HoDs will utilise grade boundaries once assessments have been completed to help them reach final judgements. However, it is important to note in the Ofqual document that "overall, it will be no easier or harder for a student to achieve a particular grade this year compared to previous years". Therefore, it may be necessary to look at the overall spread of total marks from any assessments completed between now and the summer, to then inform grade boundaries so that there are similar (not the same) percentages of students achieving each grade as there has been in previous years. For example, if over the past three years approximately 60% of students in your subject achieved a grade 4+ then you may need to adjust your grade boundaries if these summer's teacher assessments resulted in 100% of students achieving 4+.

Following HoD checking, the SLT line manager of each department should carefully scrutinise the final teacher assessed grades submitted by the HoD prior to them being submitted. SLT line managers should scrutinise the portfolio of evidence for each teacher assessed grade and ensure that there is sufficient evidence to support this grading. Each grade for a subject must be signed off by at least 2 teachers in that subject, one of whom should be the head of department or subject lead. Where there is only one teacher in the subject or department, or only one is available, the Head of Centre should be the second signatory. Both the HoD and SLT line manager will be required to complete declarations along with the submission of their teacher assessed grades.

Following HoD and SLT submission, the Head of Centre will further QA all TAGs for every student along with the associated evidence as outlined on the submitted spreadsheet. This will include comparison to previous data drops and previous SCA performance. Final TAGs will then be shared with the Trust in order for them to agree our submissions. As Head of Centre, Patrick Butterell, will complete the centre declaration for the final submissions.

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.

- *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.*

Private candidates

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

A. Private Candidates

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

- *Evidence for Private Candidates will be submitted to the centre.*
- *The evidence will be counter-marked and graded by Centre staff and subject to the same quality assurance process as internal candidates*
- *The final grade and portfolio of evidence will be signed off by the Head of Department.*
- *There will be a supporting statement from the third-party confirming:*
 - *the conditions under which the work was produced;*
 - *whether any reasonable adjustments, access arrangements or special considerations were applied;*
 - *that the third party is not aware of any potential conflicts of interest, (for example that there is no personal or family relationship between the candidate and the tutor); and*
 - *that the third party will support and co-operate if needed, for example during the appeals process.*

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.

B. External Quality Assurance

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

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*

Results

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

A. Results

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

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians will be made aware of arrangements for results days by 18th June, 2021.*

This section details our approach to informing students of assessment results.

- *Teachers and HoDs can arrange for numerical marks and feedback to be shared with students from mock examination and mini assessments, but class teachers and HoDs must ensure that students are aware that these are not grades or their final TAG.*
- *Students will be made aware of which pieces of evidence are being included in the consideration of their grade.*
- *Students must complete their declaration on the Candidate and Centre Authentication form once the portfolio is fully collated and not before.*

SCA will communicate with parents via a letter in May to explain SCA's TAG process. Once completed, the Assessment Plans will also be shared to parents.

SCA staff will be rehearsed about the ways to communicate with parents regarding TAGs, including the following guidance:

- *Mention that you will use recent assessments and other evidence previously to reach a final judgement.*
- *We will be using a range of evidence about your child's performance gathered throughout their course to inform our judgement.*
- *This might include work that they have already completed, mock exam results or in-class assessments.*
- *We will let the students know which evidence is being used.*

- *If parents/carers ask staff to make a prediction, staff should instead advise that “over the next few weeks we will continue to consolidate, revise and assess students to get an accurate picture of their current working at grade and so at this stage it would not be appropriate to make a prediction.”*

Appeals

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

A. Appeals

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

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Leaners have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*

Process for appeals:

- *A student who is unhappy with their grade will first ask their centre to check whether an administrative or procedural error had been made.*
- *Parents/carers can email the Exams team during term time, up until 21st July to address any queries they have related to this process. After the 21st July this inbox will be monitored on a weekly basis.*
- *All appeals should be emailed by a parent/carer to exams@suttonacademy.attrust.org.uk for the EO to initially review. Following an acknowledgement email from the centres EO there will be two standard response emails used to reply to parents/carers, either: stating that there has been no error made and the options for the parent/carer; or that an error has been made and the next steps from an Academy point of view. The response time will vary case by case.*
- *Where we do identify an error in the grade submitted to the exam board, we will submit a revised grade and a rationale for the board to consider. If the exam board is satisfied with the rationale, it will issue a revised grade.*
- *Where SCA does not believe an error had been made, a student can ask the centre to appeal to the exam board on their behalf. SCA will submit the student's appeal to the exam board and provide the evidence on which its judgement had been made; the exam board will consider whether, in its view, the grade reflected an appropriate exercise of academic judgement. If the exam board judges that it did not, the exam board will determine the*

grade that the evidence would support. The exam board will also check that the centre had followed its own process.

- *SCA will have an offer for mitigating circumstances. This will mean a student's TAGs will be reviewed in light of circumstances including, but not limited to:*
 - *Covid19 related illnesses or time from education as a result of family Covid19 illness;*
 - *an illness and absence from school that is non-Covid related (such as a broken leg, or extended period of illness); or*
 - *student mental health illness.*

Contingency

This section of our Centre Policy outlines our Contingency plan.

Contingency

- *If the Year 11, 12 or 13 bubble has to isolate due to a Covid19 outbreak, then students will continue to have revision lessons via Teams.*
- *If a final mock exam cannot take place, then the body of evidence already collected will form the main basis for TAGs while taking into consideration evidence obtained during remote learning.*
- *Knowledge can be assessed remotely using online testing mechanisms and students can complete timed 'live' assessments set by class teachers.*
- *The validity of these is not as secure as ones completed in a highly controlled setting, but can be further examples to add to the portfolio of evidence.*

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.

Subject Title:		Subject Code:		
Head of Department:		Signatures:		Dates:
Subject Teacher(s):				

[add additional rows as necessary]

Assessment Record

For determining Teacher Assessed Grades in Summer 2021

SUTTON COMMUNITY ACADEMY (28146)

	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: <i>[e.g. Mock examination taken on 3 January 2020]</i>	<i>[e.g. Examination]</i>	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	<i>[e.g. H]</i>
Assessment 2: <i>[identifier]</i>														
Assessment 3: <i>[identifier]</i>														
Assessment 4: <i>[identifier]</i>														
<i>[add/delete as necessary]</i>														
<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>														

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

Candidate name: _____ Candidate Number: _____
 Centre name: **Sutton Community Academy** Centre Number: **28146**

Level (put X in box): GCSE 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 <i>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.</i>)</p>	

Contd.

Variations for Individual Students

For Teacher Assessed Grade in Summer 2021

SUTTON COMMUNITY ACADEMY (28146)

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:	

Candidate and Centre Authentication

For Teacher Assessed Grade in Summer 2021

SUTTON COMMUNITY ACADEMY (28146)

Candidate name:		Candidate number:	
Subject Title:		Subject Code:	

Evidence included in portfolio

Evidence	Description	Level of control
Assessment 1:	<i>[e.g. Mock examination taken on 3 January 2020]</i>	<i>[H,M,L]</i>
Assessment 2:		
Assessment 3:		
Assessment 4:		
<i>[add/delete as necessary]</i>		

Any further supporting information *(may refer to additional documents e.g. Variation for Individual Students, SENCO statement, Moderation comments, etc – please attach)*

I confirm that the work included in this assessment portfolio is my own work. IF there are any mitigating circumstances that I wish the school to take into account I have attached these and ticked this box: <input type="checkbox"/>			
Signed (student):		Date:	

I confirm that the student work included in this assessment portfolio is, to the best of my knowledge, the student's own work and reflective of the student's overall grade awarded.			
Signed (assessor):		Date:	
Second signatory:		Position:	
		Date:	