



ST PAUL'S ACADEMY

Policy for Determining Teacher
Assessed GCSE and BTEC
Grades

Summer 2021

Statement of Intent

The purpose of the St Paul's Academy Policy is:

1. To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across all departments of the Academy.
2. To ensure the operation of effective processes with clear guidelines, information and support for staff.
3. To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
4. To support teachers to make evidence-based decisions in line with Joint Council for Qualifications guidance.
5. To ensure the consideration of St Paul's historical data from 2017-2019 in the process, and the appropriate decision making in respect of, teacher assessed grades.
6. To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
7. To support the Academy in meeting its obligations in relation to equality legislation.
8. To ensure that the Academy meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
9. To ensure the process for communicating to our students and their parents/carers about how they will be assessed is clear, such as in communications like the Loom assembly given to students and all letters to families dated since 9th March 2021, in order to give confidence in our procedures.

Roles and Responsibilities

Head of Centre

Our Head of Centre, the Principal Siobhan Malone, will be responsible for approving our policy for determining the St Paul's Academy teacher assessed grades. In this role, she:

- Has overall responsibility for St Paul's Academy as an examinations centre and will ensure that clear roles and responsibilities of all our staff are defined.
- Will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that there are procedures in place to ensure these align with the guidance on standards provided by awarding organisations.
- Will ensure that 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, comprised of the Principal, Vice Principal, Assistant Principals and Heads of Faculty will work together with our Heads of Department. Together, they will:

- Provide training and support to staff across St Paul's Academy.
- Support the Head of Centre in the quality assurance of the final Teacher Assessed Grades.
- Ensure an effective approach within and across departments and also ensure additional support for our single teacher subjects (Music, Business Studies, Hospitality & Catering and Art Textiles).
- 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 and that this document is deemed accurate and evidence based.

Teachers and SENDCOs

Our teachers, including specialist teachers and our SENDCOs, Alex Dunnett and Adrian Bond, will:

- Ensure they conduct assessments under St Paul's Academy's appropriate levels of control and have sufficient evidence, in line with this 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.
- Contribute to the production of Assessment Records 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.
- Ensure that any necessary variations for individual students will also be taken into account and recorded, including those students who are entitled to Exam Access Arrangements and any other reasonable adjustments. Information on our Exam Access Arrangements is held centrally on our shared area and on the JCQ Centre Admin Portal.

- Securely store and be able to retrieve sufficient evidence to justify their decisions, either as hard copies of work that have been filed, work that is saved electronically to our shared area or data that is recorded on SIMs.

Examinations Officer

Our Examinations Officer, Cerren Swain, will:

- With support from our Assistant Principal for Data and Systems and Assistant Principal for Progress for All, be responsible for the administration of our final Teacher Assessed Grades and for managing the post-results services. This will include the appeals process and the publication of the appeals email address that is sent to students with their results (as modelled for the Centre Assessed Grades process in 2020).

Training, Support and Guidance

This section of the St Paul's Academy Policy outlines the training, support and guidance that our centre will provide to those determining the Teacher Assessed Grades for 2021.

Training

Teachers involved in determining grades at St Paul's Academy will engage fully with all training and support that has been provided by the Joint Council for Qualifications, the awarding organisations and the Academy. They will attend all training provided to ensure consistency and fairness to all students.

Training includes:

- 3 x 4 hour sessions of directed time dedicated to collaborative marking, standardisation and moderation of assessments and Academy examinations on 21st April, 28th April and 5th May.
- Other moderation and pre-moderation events across subjects.
- Meetings and phone calls with exam board staff.
- Faculty Leadership meetings between Heads of Department, Heads of Faculty and the Assistant or Vice Principal who is the line manager. These meetings will focus on completion of the Subject Specification Audit, Work Sampling & Moderation paperwork, Quality Assurance of the Academy Exam Papers documents and Marking Statements.

- Heads of Department training on the Academy Teacher Assessed Grades Process, JCQ guidance and in the completion of the Head of Department Checklist and Declaration.
- Faculty meeting time dedicated to the reading of key JCQ documentation and the Ofqual guidance 'Making Objective Judgements' as well as internal guidance such as the Loom presentation outlining the process.
- Staff training on Exam Access Arrangements.

Support for Newly Qualified Teachers and teachers less familiar with assessment

Where NQTs and less experienced teachers will be taking part in the marking/moderation process, this will always be part of a collaborative process with senior and more experienced colleagues. Adjustments made will include:

- Less experienced teachers working with most experienced colleagues.
- Close, specialist training and shadowing of others before marking.
- Fewer assessments/examinations marked or moderated.
- More intensive moderation of marking.

All Teacher Assessed Grades, *regardless of the experience of the teacher*, will be produced in line with our usual Academy Reporting Policies in that they will never be determined 'in isolation'.

Use of Evidence

The Academy's range of evidence has followed recommendations from Ofqual and the awarding organisations. This will include:

- The Pre Public examinations sat in the Autumn Term of Year 11 which reflect the subject specification, follow the same format as awarding organisation materials and have been marked using awarding organisation mark schemes.
- The St Paul's Academy Exams: 19th to 30th April: again, these reflect the subject specifications, follow the same format as awarding organisation materials and have been marked using awarding organisation mark schemes.
- Assessed 'Learning Outside the Classroom' work that fairly represents student attainment and that reflect the specification of the subject, where required.
- Assessed homework that fairly represent student attainment and that reflect the specification of the subject.
- Records of capability and performance, particularly in subjects such as Music, Drama and PE;
- Coursework or portfolio evidence (NEA work), even if it has not been fully completed.

- Assessed work that takes place after the Academy Exams and up to the finalisation of the Teacher Assessed Grades, where appropriate and where it reflects the specification of the subject.
- Where there needs to be a special consideration for a student, for example long-term absence due to medical reasons, classwork and 'Learning Outside the Classroom' work from earlier in their course may be used as 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.

In line with JCQ's March 2021 statement, data for assessments prior to March 24th can be included in the Teacher Assessed Grade. For any assessment taking place from this date onwards, evidence of transcripts must be available alongside the data that is recorded and time stamped on SIMs.

Contingency Plan

In terms of evidence, our contingency plan is in place to ensure that no student is disadvantaged or discriminated against.

In some cases, such as when a student has been absent from assessments or examinations due to Covid or whose work does not fairly represent them due to factors associated with the pandemic, there may be a case to use additional assessment materials. These may be used to show improvement or validate or replace existing evidence

We will aim to support consistency of judgement by giving everyone the same task to complete. Where an alternative task is necessary, this will be stated in the 'Mitigating Circumstances' part of the subject's Assessment Plan.

St Paul's Academy 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 as specified in the departmental Assessment Record for each subject.
- We will ensure that we are able to authenticate the work as the student's own. All St Paul's students will be signing a declaration form for all assessed work.
- 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 as per the Subject Specification Audit in March 2021.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments. Our proforma, 'Quality Assurance of the Academy Exams/ Marking Statement' which is to be rigorously checked and signed by the Head of Department, Head of Faculty and the Assistant or Vice Principal who line manages the department.

Determining Teacher Assessed Grades

In line with our Academy Assessment & Reporting Policy, no teacher will work in isolation when determining grades, as is our usual practice in determining Professional Judgement Grades across the school. Meeting time will be allocated for the completion of the Teacher Assessed Grades and during this time, teachers will ensure that the following approach is taken:

- Grades will be determined based on evidence which is commensurate with the standard at which a student is performing, that is to say their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- The Head of Department is to complete the Assessment Record and the variations for individual students. This document is to be also signed by the Head of Faculty and the Vice or Assistant Principal who line manages the subject.

Internal Quality Assurance

St Paul's Academy will ensure internal standardisation of all Teacher Assessed Grades in order to ensure consistency, fairness and objectivity of decisions. We declare this as follows:

- We will ensure that all teachers involved in deriving Teacher Assessed Grades have read and understood this St Paul's Academy policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that a rigorous internal standardisation process is carried out. Directed time will be allocated in three 4 hour slots on April 21st, April 28th and May 5th to complement Departmental meeting time also allocated within faculties.
- 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: as per our Academy Reporting Policy, this must not ever happen in isolation.
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades, evidenced by our Work Sampling and Moderation documentation.

- We will ensure that the Assessment Records and the Work Sampling and Moderation forms will be 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).
- For our one person but linked departments (Art Textiles and Hospitality Catering), the Head of Faculty will review the output of marking assessments and determining grades.
- For our other one person departments (Music and Business Studies) the respective Heads of Faculty will review the output of marking assessments and determining grades and this will be coupled with external moderation from other schools.
- 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. These are to include our Pupil Premium students, EAL students and our Low/Mid/High Prior Attainers.

Comparison of Teacher Assessed Grades to results from 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 at St Paul's Academy taking the same qualification.
- We will use our St Paul's Academy Data Cards to depict information on the grades awarded to our students in 2017-2019. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will consider the size of our cohort from year to year and the stability of St Paul's Academy'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.
- Our St Paul's Academy Data Cards will provide 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 the Teacher Assessed Grades to be reviewed during the quality assurance process.
- If our initial Teacher Assessed Grades for a qualification are viewed as overly lenient or harsh compared to results in previous years, 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

Reasonable adjustments and mitigating circumstances (special consideration)

- Where students have agreed Access Arrangements such as 25% extra time or reasonable adjustments (for example a reader or scribe), these were in place for the Autumn 2020 Pre Public Examinations series and will be for the April Academy Examinations. In addition to this, where applicable, students will be given their Access Arrangements in classroom assessments as well, as declared in the Head of Department Declaration.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the portfolio of evidence and alternative evidence will be 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 direct Faculty Meeting time to ensure all teachers have read and understood the JCQ document, 'A guide to the special consideration process with effect from September 2020'.

Addressing Disruption/Differentiated Lost Learning (DLL)

St Paul's Teacher Assessed Grades will be determined based on evidence of the content that has been taught onsite and assessed for each student. This is addressed through our consolidation of the curriculum, evidenced on our subject Specification Audits where sections of the course were deemed assessable by the following:

G = delivered and revisited face to face

R = yet to deliver

A = delivered but need to revisit

D = delivered during lockdown

E = delivered face to face but assessed during lockdown

Our Academy Examinations are made primarily of 'G' sections of work, with elements of 'A' and 'E'. This was determined in March 2021.

Timetable changes have been made to support NEA practical subject students progress, although work may be incomplete at the time of the final determination of the Teacher Assessed Grades.

Objectivity

St Paul's Academy have arrangements in place to ensure objectivity of decisions.

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

Siobhan Malone as the Head of Centre, Vice and Assistant Principals, Heads of Faculty and Heads of Department will consider:

- sources of unfairness and bias such as situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker preconceptions.
- how to minimise bias in questions and marking
- 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. All Heads of Departments, Heads of Faculty and the Vice or Assistant Principal who line manages the subject will sign the St Paul's Academy Marking Statement for their subject which outlines how objectivity is achieved at both the marking and moderation stages and how there is a multi-layered approach to the quality assurance of this. This is also declared in the Head of Department Checklist and Declaration.

Faculty Meeting time will be directed to ensure that all teachers read and understand the Ofqual document, 'Information for centres about making objective judgements', published in March.

When the Teacher Assessed Grades are uploaded to the subject's SIMs marksheet, students' End of KS4 Target Grades and Professional Judgement Grades will have been removed, in order to remove a visual that might skew judgement about the final grade that is to be awarded based only on the work that has been completed.

Recording Decisions and Retention of 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. These will be clearly evidenced in our SIMs marksheets.
- 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. All marks will go onto SIMs marksheets. All evidence of moderated work and where marks are changed as a result of the moderation process will be included in our Work Sampling and Moderation documentation. All available hard copies of exam papers will be filed securely and centrally. Practical evidence used to determine the Teacher Assessed Grades will be saved securely and centrally in electronic folders. All evidence will be readily shared with our awarding organisation(s). Where Autumn PPE Papers or other assessments from before March 24th 2021 are not available, those marks are stored centrally on SIMs. NEA Practical work will be stored in a locked room ready for photographing and send in to awarding organisation(s) where required.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.

Authenticating Evidence

No inappropriate levels of support will be given to students and this will be stated in the Head of Department's Checklist and Declaration. The majority of assessed work being used to determine the Teacher Assessed Grades will be completed under examination conditions. This includes sections of practical subjects. Students will also sign an individual declaration stating that all their completed work is their own.

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.

Confidentiality, Malpractice and Conflict of Interest

Confidentiality

All St Paul's Academy staff involved have been made fully aware of the need to maintain the confidentiality of teacher assessed grades. This has been reiterated to them through the Teacher Assessment Process document, whole school staff briefings, emails and by also being party to the Loom presentation, the 'Before You Get Your Marks Back' slide for students and the Letter home to families dates March 2021.

All teaching staff have been fully briefed on the requirement to share details of the range of evidence on which students' grades will be based (as outlined in the subject Assessment documents), 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

- 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.
- During a Staff Briefing in April 2021 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: ‘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 staff.

Conflicts of Interest

Conflicts of interest have been checked and none have been disclosed for the Summer 2021 cohort.

Private Candidates

We have no private candidates for Summer 2021.

External Quality Assurance

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 records can be found in our Specification Audits, Quality Assurance of the Exam documents, Marking Statements and Assessment Plans.

All student evidence on which decisions regarding the determination of grades have been made has been retained and can be made available for review as required. This will be in the form of paper transcripts and data on SIMs for assessments after March 24th 2021. For assessments before that date, paper transcripts will be made available where possible and all data will be stored centrally on SIMs.

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. 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.

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.

Results

All staff involved have been made aware of the specific arrangements for the issue of GCSE and BTEC results in Summer 2021.

The Exams Officer will be responsible for emailing results to students on 12th August, following the same model of the release of the Centre Assessed Grades in 2020.

Arrangements will be made to ensure that the relevant staff are present on results day when results will be emailed to students from the email address results@stpauls.greenwich.sch.uk. On subsequent days during the following week, the following staff will be available to enable the efficient release of result paper transcripts to our students:

- Members of the Senior Leadership and Heads of Department
- Other subject teachers
- Year 11 pastoral team
- Learning Mentors
- Careers Advisor
- Staff from link 6th form

All guidance and support about results will be presented to students in an assembly with all follow up material and the assembly signposted on the Academy website. Parents and carers will be made aware of arrangements for results day and subsequent support.

Such guidance will include advice on the appeals process in place in 2021 (see below).

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 **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 will be fully guided through the stages of appeal as part of the Results Assembly (materials for which will be signposted on the Academy website). The email address posted for students to respond to if required will be appeals@stpauls.greenwich.sch.uk

Arrangements will be in place for the timely submission of appeals to awarding organisations. 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.