



# School assessed grades summer 2021

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# 1 Statement of intent

This section outlines the purpose of this document in relation to **Sackville School, Lewes Road, East Grinstead, RH19 3TY, centre number 65219.**

The purpose of this policy is:

- To ensure that school 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, school assessed grades.
- To support a **high standard of internal quality assurance** in the allocation of school 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.

## 2 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 school assessed grades this year.

### 2.1 *Head of Centre*

- Our Head of Centre, **Julian Grant**, will be responsible for approving our policy for determining school 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 the school** 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.

### 2.2 *Senior Leadership Team and Curriculum Team Leaders*

Our Senior Leadership Team and Curriculum Team Leaders will:

- provide **training and support** to our other staff.
- support the Head of Centre in the **quality assurance of the final school 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**.
- 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 school assessed grades. Any necessary variations for individual students will also be recorded.
- ensure that a **checklist** is completed for each qualification submitted by each CTL.

### 2.3 Teachers

Our teachers will:

- ensure they **conduct assessments under our centre's appropriate levels of control** and have sufficient evidence, in line with this policy and guidance from the Joint Council for Qualifications, to provide school assessed grades for each student they have entered for a qualification.
- ensure that the **teacher suggested 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.
- securely store and be able to retrieve sufficient evidence** to justify their decisions.

### 2.4 Examinations Officer

Our examinations officer will:

- be **responsible for the administration of our final school assessed grades** and for managing the post-results services.

## 3 Training, support and guidance

- All teaching staff were **made aware through their team leader and leadership team** of the approach to determining school assessed grades at the start of March 2021.
- Full guidance was shared with teaching staff** about evidence and weightings based on the documentation from both the DfE and the JCQ. This is reproduced in **Appendix 1**.
- Students and parents** were written to in **March 2021** with details of the assessment procedures for the summer. This communication is reproduced in **Appendix 2**.
- Specific training will be given to NQTs** to allow them to interpret and apply accurately the standards exemplified in the JCQ document.

## 4 Use of appropriate evidence

- Curriculum leaders will **guide their teams in making judgements** using the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All **evidence used to support school assessed grades created after January 2021** should be **kept for audit and quality assurance purposes**. Evidence from before the closure may have been passed to students for revision purpose, in which case a markbook or electronic marksheet will be sufficient evidence.
- We will be using **student work produced in response to assessment materials provided by our awarding organisation(s)**, including groups of questions, past papers or similar materials such as practice or sample papers. These will form the basis of our May assessments.

- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed. **We will not however disadvantage students who were not able to complete NEA due to the closure.**
- We will use student work produced in **centre-devised tasks that reflect the specification**, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We may use **substantial class or homework** (including work that took place during remote learning, though this will be used with caution).
- We will use **internal tests** taken by pupils.
- We will use **mock exams** taken over the course of study, noting the location in which the exams were sat.
- We will use records of a **student's capability and performance** over the course of study in **performance-based** subjects such as music, drama and PE.

## 5 The May final assessments

These assessments 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**.
- an opportunity to **show improvement**, for example, to validate or replace an existing piece of evidence.

They further support to our teachers to arrive at consistency of judgement 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.

## 6 The balance of evidence

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 **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.

## 7 Determining school assessed grades

- We will determine grades based on their **demonstrated knowledge, understanding and skills** across the content of the course they have been taught.
- We **will record how the evidence was used** to arrive at a fair and objective grade, which is free from bias.
- We will produce an **assessment record for each subject**. Any necessary variations for individual students will also be shared.

## 8 Internal quality assurance

- 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**
- We will conduct **internal standardisation** across all grades.
- Where appropriate, we will **amend individual grade decisions to ensure alignment** with the standards as outlined by our awarding organisation(s).
- Where there is **only one teacher involved in marking assessments** and determining grades, then the output of this activity will be **reviewed by an appropriate member** of staff within the centre.
- 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.

### 8.1 Comparison of school assessed grades to results for previous cohorts

- The teacher suggested grades will be aggregated and **value added data generated**, using a KS2 score conversion needed as this is the first year group with scaled scores
- This **value-added data will be compared with the years 2018 and 2019** as it was last year. Any **necessary adjustments will be made to bring it into tolerance** with the achievements of those two previous years, both in aggregate and at individual subject level.
- These **adjustments will be made using the border-rankings** that team leaders have been asked to provide in the assessment record.
- 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.

## 9 Access Arrangements and Special Considerations

- Where students have **agreed access arrangements** or reasonable adjustments (for example a reader or scribe) we will ensure that these arrangements are in place when assessments are being taken.
- Where **illness or other personal circumstances** might have affected performance in assessments used in determining a student's standard of performance, 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](#)
- It is important to note that this guidance makes it very clear that **special consideration can only be applied in the case of circumstances or illness that manifest themselves on the day of the assessment itself**.

## 10 Addressing disruption/differential lost learning (DLL)

- School assessed grades will be determined based on **evidence of the content that has been taught and assessed for each student**.
- This may mean that the **evidence for individual students may vary**, where for example a student was unable to access remote learning adequately

## 11 Objectivity

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

Senior leaders and CTLs will also 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 school assessed grades.

To ensure objectivity, all staff involved in determining school assessed grades will be made aware that:

- unconscious bias** can skew judgements
- school assessed grades **should not be influenced** by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics (age, disability, gender reassignment, race, religion)
- 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**.

## 12 Recording decisions and retention of evidence and data

- We will ensure that the school **maintains records** that show how the school 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 comply with our **obligations regarding data protection legislation**.
- 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).

## 13 Authenticating evidence

- The purpose of the **May assessments** is partly to ensure a **robust and authentic evidence base**. Where students do have to sit these assessments in isolation, they will join a Google Meet to allow some form of proctoring
- In year 13, mocks done at home have been analysed using **Google originality reports**, and evidence of plagiarism has meant the assessment will not be part of the evidence base
- We will **work with awarding organisations** in determining the authenticity of work done away from school; our **May assessments should provide a sound a secure evidence base** for the vast majority of students

## 14 Confidentiality, malpractice, and conflicts of interest

### 14.1 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 the specific types of malpractice which may affect the Summer 2021 series including:
  - **breaches of internal security;**
  - **improper assistance** to students;
  - **failure to appropriately authenticate** a student's work;
  - **over direction of students** in preparation for common assessments;
  - **submission of grades not supported by evidence;**
  - **entering 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 school 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.

## 14.2 Conflicts of Interest

- ❑ To protect the integrity of assessments, all staff involved in the determination of grades must **declare any conflict of interest** such as relationships with students to our Head of Centre for further consideration.
- ❑ Our Head of Centre will take **appropriate action to manage any conflicts of interest** arising with centre staff in accordance with the JCQ documents - *General Regulations for Approved Centres, 1 September 2020 to 31 August 2021*.
- ❑ We will also carefully **consider the need to separate duties and personnel** to ensure fairness in later process reviews and appeals.

## 15 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 **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 school 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.

## 16 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.

## 17 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.
- 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.**

Adrian de Souza  
Deputy Headteacher  
April 2021

## Appendix 1 – communication to staff about assessment procedures

Generating 'School Assessed Grades'																																		
1. Final written assessments will run from Monday May 3 <sup>rd</sup> to Wednesday May 26 <sup>th</sup> , allowing eighteen days																																		
2. This shortened period has to support final written assessments for years 10, 11 and 13																																		
3. I am asking for two papers per subject. This is to ensure they are not overloaded, and to ensure those who self-isolate will be able to sit at least one paper. The typical year 11 student will have about 18 exams in 36 slots. These papers need to be of sufficient length to make a judgment of student performance reasonable.																																		
4. Assessments need to be based on what is taught, not the whole syllabus. If the whole syllabus needs completing for progression to our A levels, year 11 students can return to school after half term																																		
5. The model timetable at the end of this document has the writing heavy subjects assessed at the start of the ten-day periods																																		
6. Students will only put their candidate number and their teacher's name on the exam scripts, not their name																																		
7. Where possible, the scripts will not be marked by the class teacher. This might mean some careful requests to staff not teaching year 11 this year in optional subjects. For some subjects, a model of shared marking where a teacher marks, say, one question for every student in the year gives better consistency and resolves this, and could work in subjects where there is more than one class. Clearly each subject would need to look at this carefully as it works better in some areas than others.																																		
8. A rigorous moderation procedure will be needed. For single-teacher subjects, we may be able to avail ourselves of a subject teacher in the soft federation. Consider a lighter marking load for some teachers who can moderate samples of work from other students																																		
9. Some INSET time in the week before May half-term will be dedicated to marking and moderation.																																		
10. Marking is not required over half term																																		
11. The moderated assessment grade and the final suggested grade must be entered by Friday 11 <sup>th</sup> June. This still only allows a week to deal with centre standardisation and data input.																																		
12. The final spreadsheet for each subject will include columns for all the evidence used, and a final suggested grade, and might look something like the below. I will set these up as shared Google Sheets as last year.																																		
<table border="1"> <thead> <tr> <th>Name</th> <th>Exam No</th> <th>January Mock</th> <th>Easter Milestone Test</th> <th>NEA</th> <th>Final Written Assessment</th> <th>Suggested Grade</th> </tr> </thead> <tbody> <tr> <td>James Bond</td> <td>007</td> <td>B</td> <td>A*</td> <td>A*</td> <td>A</td> <td>A</td> </tr> <tr> <td>Alex Rider</td> <td>008</td> <td>A*</td> <td>B</td> <td>A*</td> <td>A</td> <td>A*</td> </tr> <tr> <td>Eva Delectorskaya</td> <td>001</td> <td>A*</td> <td>B</td> <td>A</td> <td>A</td> <td>A*</td> </tr> </tbody> </table>							Name	Exam No	January Mock	Easter Milestone Test	NEA	Final Written Assessment	Suggested Grade	James Bond	007	B	A*	A*	A	A	Alex Rider	008	A*	B	A*	A	A*	Eva Delectorskaya	001	A*	B	A	A	A*
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13. The mock, NEA and final assessment are enough evidence to be able to suggest a grade. On top of this any more than two pieces of evidence would seem unnecessary.																																		
14. We will need to keep documentary evidence of all the assessments we are using for the final suggested grade. At minimum this should be the class list with marks (eg from SIMS) but ideally would include the papers themselves.																																		
15. Teachers should give no indication of the final suggested grade at parents' evenings, nor share them with the students at any point																																		
16. Any unreasonable parental pressure should be reported to ADA. In 2020 this was considered exam malpractice.																																		
17. The final suggested grades will need to be put through our own standardisation procedures over the weekend of 12/13 June to ensure our grades are not out of line with 2019 and 2020, and only then will the final school																																		

## Generating 'School Assessed Grades'

assessed grade be finalised. Some conversations and adjustments might be needed on Monday 14<sup>th</sup> June. Because of this, noting the students closest to the grade boundaries in order might help.

## Appendix 2 – initial communication with parents

Dear Parents, Carers and Students

### School-Assessed Grades 2021

As you are aware, **school-assessed grades** have replaced formal exams this year.

I am now writing to you to explain how we will arrive at these grades.

Our approach is underpinned above all else by a **commitment to fairness**. It is designed to give every student an equal chance to get the best grades of which they are capable. This commitment to fairness means

- fairness between students**, with assessments carefully set and moderated to ensure equal treatment
- fairness between subjects**, so that students' grades are not subject to inconsistent grading between subject areas
- fairness between year groups**, so that the students this year are not unfairly advantaged or disadvantaged compared to last year's and next year's exam cohorts

In addition, we also have a duty to **prepare students for the next stages of their education**, which for the majority of years 11 and 13 will entail formal written exams.

Because of this, like most other local schools, we have decided to ask our students to sit **final written assessments**. In order to make these as **fair and valid** as we can

- students will sit **two assessments for each subject separated by ten days**. This is to allow those who are asked to self-isolate to be able to sit at least 50% of the final assessment. These papers will be shorter than in a conventional exam season
- students will only write their **candidate number** and their **teacher's name** on their exam answer sheets
- subject areas will share with candidates **those parts of the syllabus that are not being assessed in May**
- wherever possible, **class teachers will not mark their own students' work**
- a rigorous moderation process** will be followed to ensure that the standard against which students are judged is unchanging

These assessments give every student **one final chance to shine**. However, **we can use existing evidence from other substantial assessment activities to support our judgement** of the school-assessed grade. Such evidence might include **previous mock and progression exams, coursework** or **other substantial pieces of work** assessed in line with exam board criteria.

We will write after Easter with a breakdown of what evidence is to be used in each subject.

Exam boards have asked us to ensure that **more recent evidence carries more weight** in awarding the final school-assessed grade. This means the final assessments are important for everyone; **every day counts**, and **the more evidence of work at a given standard we have, the easier it is to award that standard as a school-assessed grade**.

Students will not be told the mark or grade obtained in the final assessments, nor are we allowed to reveal our school-assessed grades. These will be issued by the exam boards to level 3 students (year 13) on August 10, and to level 2 students (mainly GCSE) on August 12.

Students will have completed their final assessments by Wednesday May 26. The day of their final assessment will be their final day at school.

I understand that **you may well have questions about this vital process for your children**. I will do my best to answer them in a Zoom call on Monday 22 March at 4pm. Details are below.

<https://us04web.zoom.us/j/71459197003?pwd=Q3dGSIE1NWItN3RhcGUzcXNRSZHldz09>

Meeting ID: 714 5919 7003

Passcode: vJ5k2a

Thank-you for your continuing support as we try to get all of our students to reach their potential.

Yours sincerely

A handwritten signature in black ink that reads "A. de Souza". The signature is written in a cursive style with a horizontal line underneath the name.

Adrian de Souza