



**The Charter School North Dulwich Assessed Grades Centre Policy for GCSE, A Level  
Summer 2021**

**26 April 2021**

**Mark Pain – Deputy Headteacher**

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## Statement of Intent

Following the lockdown beginning in January, it was announced that exams were to be cancelled and Ofqual would develop a new method of assessment for students in the summer of 2021. Unlike in 2020, where schools were asked to submit centre assessed grades which were to be standardised by algorithm, in 2021, teachers are being asked to provide an evidence-based Teacher Assessed Grade (TAG) known as School Assessed Grades throughout this policy. It is the trust position that these should be referred to as a School Assessed Grade to create an objective approach which protects the teaching staff from undue pressure.

Ofqual have been clear that this judgement should be holistic and supported by evidence of what the student can do:

- teachers 'should make a holistic judgement of each student's performance on a range of evidence relating to the subject content that has been delivered by their teacher (either in the classroom or via remote learning)
- [the] qualification grade 'should reflect what a student knows, understands and can do.' Every 'exam board will require each school, college or other exam centre to submit a grade for each student, based on an assessment of the standard at which they are performing'
- The grade to be submitted should be calculated as late as possible to allow for an extended teaching period.

It will be the responsibility of teachers, subject leaders and SLT to ensure that appropriate evidence is collected which allows students to reflect their potential.

### Statement of Intent

This policy governs how school staff will generate, quality assure, submit and communicate grades in place of the Summer 2021 examination series. This policy applies equally to all grades attributable to GCSEs, A Levels and other Level 2 and 3 qualifications taught at the school.

#### *This policy intends:*

- *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 make evidence-based decisions in-line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process for, 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 equalities legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*



## Roles and Responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining school 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, Mr C Hicks, will be responsible for approving our policy for determining school assessed grades*
- *Our Head of Centre has overall responsibility for The Charter School North Dulwich as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that school 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 are coordinated in respect of the school assessed grades process by Mr M Pain, Deputy Headteacher responsible for Curriculum and Assessment. These teams 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.*
- *ensure that a Subject Evidence Plan and Head of Department/Subject 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 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 school 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 school assessed grades. Any necessary variations for individual students will also be recorded.*
- *Ensure that all work used to justify decision is the students own.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*
- *Grades will be signed off by two teachers within a department, including the Head of Department*

**Examinations Officer**

*Our Examinations Officer, Ms A Lawal, will:*

- *be responsible for the administration of our final school assessed grades and for managing the post-results services.*
- *be responsible for managing the provision of results to students on results days*
- *be responsible for supporting the Head of Centre in making contact with examination boards and sharing information in the event of an appeal*



## Training

This section provides details of the approach our centre will take to *training, support and guidance in determining School Assessed Grades in Summer 2021*.

- *Teachers involved in determining grades in our centre will attend any and all necessary school-based training to help achieve consistency and fairness to all students.*
- *Teachers involved in determining grades in our centre will, wherever possible, cross-moderate their training and support materials with relevant colleagues at The Charter School East Dulwich.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Teachers will use department meetings for allocated tasks: - marking and moderation of assessments in collaboration with other subject experts. - Preparing assessments using exam board materials*
- *Senior staff will attend online exam board updates and online events organised by reputable associated bodies such as CST and ASCL.*
- *School Assessed Grades will be consistently re-emphasised in briefing around bias and regulations*
- *Teachers will engage fully with School training aimed to eliminate unconscious bias in the awarding of school assessed grades, to support with this assessment completed in May and June will be marked blind.*
- *Experienced teachers will provide specific guidance and support for NQTs and teachers less familiar with assessment to the extent that these colleagues are involved in the production of school assessed grades.*
- *Subject teams will put in place additional internal reviews of school assessed grades generated by the above teachers as appropriate.*



### Use of evidence

*This section gives details in relation to the school's 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.*
- *Heads of Department will use a range of evidence from the materials listed below.*
- *All candidate evidence used to determine school assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *The School will consider as evidence 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 taken in-class or as 'mock' examinations. Where appropriate these will be completed in a high level of control, including students completing assessments in the hall at a high level of control*
- *The School will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed where appropriate.*
- *The School will use student work produced in centre-devised tasks that reflect the specification, follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *The School will use substantial class or homework (including work that took place during remote learning) -- also subject to the above criteria. In particular, this will be covered by Module Data.*
- *The School 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.*
- *Where appropriate, the School will re-consider student work conforming to the above criteria against revised grade descriptors/mark schemes published by awarding bodies specifically to govern the award of school assessed grades in Summer 2021.*
- *The School will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *The School will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *The School 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:

- *The School 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.*
- *The School will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the physical environment of the school.*
- *The School 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.*
- *The School will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*
- *The School will consider the specification and assessment objective coverage of individual assessments and of the assessment overall.*
- *SLT will hold meetings with departments to ensure that evidence is consistent, balanced and appropriate.*



### Awarding school assessed grades based on evidence

The School's approach to awarding school assessed grades will be governed by the following principles.

- *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.*
- *The grade descriptors and grading exemplification will be used to reach final holistic judgements as a benchmark of typical performance.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department.*
- *Subject Leaders will lead moderation and standardisation within the department to ensure consistency and parity between classes.*
- *Any variations in the use of evidence will be recorded at an individual level using the appropriate form.*
- *SLT will moderate the grade to check for consistency in application of the criteria and standards to ensure consistent across departments*



### Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- *The School will ensure that all teachers involved in deriving school 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.*
- *The School will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
  - *Arriving at a holistic school-assessed grade*
  - *Marking of evidence*
  - *Applying the use of grading support and documentation*
- *The School will conduct internal standardisation across all grades.*
- *In all subjects at GCSE where appropriate, there will be moderation of grades with relevant colleagues at The Charter School East Dulwich; the extent and form of this moderation will vary according to the specifications taught.*
- *The School will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of school assessed grades.*
- *Where necessary, the School will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, The School 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 either within the school or at The Charter School East Dulwich.*
  - *Where the former, this will be Mr M Pain, Deputy Headteacher responsible for Curriculum and Assessment.*
- *In respect of equality legislation, the School will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*



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

This section of our Centre Policy outlines the approach we will take to compare our school assessed grades in 2021 with results from previous cohorts.

#### **Comparison of School Assessed Grades to results for previous cohorts**

This section gives details of our internal process to ensure a comparison of school assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *Historical data will be used as a high-level check to evaluate the performance of departments*
- *We will compile information on the grades awarded to our students in past June series in which exams took place (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 and the trend between 2017 to 2019 of increasing progress 8 and attainment 8 and include the projected implications to current Year 11.*
- *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 school 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.*
- *Where data is higher or lower, heads of department will complete a rationale to explain the reasoning behind why*

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

- *We will omit subjects that we no longer offer from the historical data.*
- *We will consider the changes to our profile of entry, for instance the current KS2 data for Year 11 and the lack of comparability to previous cohorts' KS2 data.*
- *We will consider changes to our profile of subjects, including the early entry policy for Religious Studies in Year 10 and the implications for the grading process for Religious Studies*



### *Reasonable adjustments and mitigating circumstances (special consideration)*

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.*
- *We will ask parents to inform the school of any circumstances that might adversely affect student performance through contacting the relevant member of the SLT.*
- *Any instances of special consideration will be applied once the initial grading process has occurred. Where appropriate grades will be amended. This will be applied by SLT and the SENCO as appropriate.*
- *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/Differentiated Lost Learning (DLL)*

#### **Addressing Disruption/Differentiated Lost Learning (DLL)**

This section gives details of our approach to address disruption or differentiated lost teaching.

- *School assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*
- *Where a student has missed, for reasons arising from the Covid-19 pandemic, material course content that forms the basis for whole cohort assessment, alternative evidence will substitute for that assessment in the student's evidence file.*
- *The School 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.*



## Objectivity

### Objectivity

This section outlines the arrangements in place to ensure the objectivity of grading decisions.

*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 school assessed grades.*

*To ensure objectivity, all staff involved in determining school 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.*
- *school 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.*

*To ensure objectivity in determining the grade attributed to assessments conducted in Summer Term 2021:*

- *Candidate numbers will be used in preference to students' names in all formal assessments.*
- *Internal standardisation will be carried out to ensure quality assurance to monitor for potential unconscious bias.*



## Recording Decisions and Retention of Evidence and Data

### Recording Decisions and Retention of Evidence and Data

This section outlines the School's approach to recording decisions and retaining evidence and data.

- *The School will ensure that teachers and Heads of Departments maintain records that show how the school assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *The School 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.*
- *The School 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 material will be stored in exam cupboard post June 18<sup>th</sup> 2021.*
- *The School will comply with its obligations regarding data protection legislation.*
- *The School will ensure that the grades accurately reflect the evidence submitted.*
- *The School will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

## Authenticating Evidence

### Authenticating evidence

This section 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 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. The School will follow all guidance provided by awarding organisations to support these determinations of authenticity.*



### 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. These measures include but are not limited to:

- *All staff involved have been made aware of the need to maintain the confidentiality of school 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.*
- *The obligations in respect of confidentiality that accrue to the School and its staff have been shared with parents/carers and students through routine and specific school communications.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/carers.*

### 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. These measures include but are not limited to:

- *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 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.*

### 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 to separate duties and personnel to ensure fairness in later process reviews and appeals.*

### Private Candidates

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

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.*
- *Where it has been necessary to utilise different approaches, the JCQ Guidance on Private Candidates has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.*
- *In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.*

### External Quality Assurance

#### External Quality Assurance

This section outlines the arrangements the School has 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. These arrangements include but are not limited to:

- *All staff involved in the school assessed grades process 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.*
- *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

### Results

This section details the School's 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.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/carers have been made aware of arrangements for results days.*

## Appeals

### Appeals

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

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Students have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.*
- *Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.*
- *Appropriate information on the appeals process will be provided to parents/carers.*
- *Students grades are not protected after the publication of results, meaning that results can change for students and for whole cohorts.*