

# Centre Policy

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FOR GCSEs FOR SUMMER 2021



## Centre Policy for determining teacher assessed grades – summer 2021:

### HARTFORD CHURCH OF ENGLAND HIGH SCHOOL

#### Statement of intent

This section outlines the purpose of this document in relation to our centre.

#### **Statement of Intent**

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.

## 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**

Michael Holland – Head of Centre

Inma Peña - DHT

Christopher Innes – AHT (Data Lead)

Debbie Kettle – Examinations Officer

Timothy Lee – SENDCo

#### **Head of Centre**

- Our Head of Centre, Mr Michael Holland, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the [school/college] 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 Curriculum Team Leaders**

Our Senior Leadership Team and Curriculum Team Leaders will:

- Ensure assessment materials are suitable, reliable and rigorous.
- 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 Curriculum Team Leader Checklist is completed for each assessment window completed. [Click here](#) (Appendix 1)

#### **Teachers/ Specialist Teachers / SENDCo**

Our teachers, specialist teachers and SENDCo 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.
- For GCSE, will produce an Assessment Record Marksheet on SIMS for each subject cohort, which includes access arrangements and the raw scores gained by the student at each one of the assessment windows, and the last assessment point before exams were cancelled.
- For BTEC, will produce an Assessment Record Marksheet for each subject cohort, which includes the assessment information for each component.
- Record on a separate Marksheet any necessary variations for individual students.
- 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**

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students. This will include Curriculum Team Leaders (CTL) training, centrally via SLT, and disseminated through to all teaching staff with departmental training.
- All staff have completed a webinar by the National College on Addressing Unconscious Bias.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- Documentation outlining the key principles and expectations underpinning our approach to Assessment 2021 will be shared with CTLs and teaching staff of the Year 11 cohort. SLT will address any questions and provide any support needed.

### **Support 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 from a departmental level and with the assistance of the SLT where required.
- We will employ double marking to support and develop the skills of teachers less familiar with assessment.
- We will put in place mentoring and external sampling of 50% of the cohort for teachers who are the sole member of their department.

## 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.
- We will use student work produced across three assessment points between 8<sup>th</sup> March and 28<sup>th</sup> May.
- These assessments will be completed simultaneously by all students in the cohort under high levels of control and supervision; these will provide the main evidence for decisions.
- These assessments will be centre-devised and they will consist of exam questions from past papers securely locked on exam board websites. These assessments will reflect the specification, following the same format as awarding organisation materials.
- These assessments will be marked in a way that reflects awarding organisation mark schemes.
- We may use evidence from mock exams and internal tests taken in school under supervision in November 2020.

#### Additional Assessment Materials

- 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 has not 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 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. Prior to designing the assessments, CTLs have completed an assessment audit to identify the breadth of content and skills assessed as well as the types and difficulty of questions used in the assessments. [Click here](#) (See sample on Appendix 2)
- SLT, and when appropriate SLEs, will review and approve the assessments.
- We will ensure all assessment evidence is produced under high control and under supervision at school.
- We will ensure that we are able to authenticate the work as the student's own.

## Determining teacher assessed grades

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 departments will input assessment information from the assessment windows into an Assessment Record Marksheet on SIMS for each GCSE subjects. This information will inform the basis of our final TAG.
- Any necessary variations for individual students will also be shared.
- The centre designed assessments consisting of part or fully secured exam past papers will form the main part of the assessment evidence.
- Robust evidence of performance from mock exams may also be used to contribute to final TAG.
- Assessments are to be completed in exam venues during lesson time under the supervision of staff. Should a student miss the assessment then the subject team will organise the earliest opportunity for this to be conducted at school under high control conditions.
- Access arrangements will be provided for those students who require them– our SENDCo, examinations officer and DHT will co-ordinate to ensure no student is disadvantaged.

## 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

- 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. To minimise the variability of marking, we will limit the number of staff involved in marking each subject to one or two teachers.
- To ensure a high degree of accuracy in marking, any colleague who is an exam marker for that subject will be the main marker for that subject.
- 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 subjects. [Click here](#) (Appendix 3)
- Internal and external standardisation of BTEC courses will also be in place. [Click Here](#) (Appendix 4)
- We will ensure that the Assessment Record Marksheet on SIMS 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).
- 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 and outside 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.



## 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 school improvement priorities over time and in year as part of this process.
- 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, address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.
- FFT and our internal data trackers will be an integral part of this process. Our AHT will update, monitor and inform CTL of trends to be considered for standardisation purposes.

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

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 closely look at cohort KS2 qualifications and projected FFT datasets in order to aid standardisation.

## 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)**

- 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](#)

## Addressing disruption/differential lost learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- A timetable of assessments will be published pre-Easter with CTL informing all students within a subject of key content required for the assessment(s).
- The Pastoral Team will help supply CTLs with information regarding students who have been significantly impacted during lockdown.

## Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

### **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 (including hidden forms of bias);
- how to minimise bias in teacher assessed grades. (All staff have completed a webinar by the National College on Addressing Unconscious Bias.)

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.

## 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 Curriculum Team Leaders 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).

## 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 whereby all students will complete the same subject assessment at the same time under high levels of control and supervision in exam venues. These mechanisms will be in place to ensure that teachers are confident that work used as evidence is the student's own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.
- The awarding organisations used are AQA, OCR, Pearson EdExcel, Eduquas and Cambridge National

## 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 via the school website and YouTube channel.

### 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 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;
  - failure to keep appropriate records of decisions made and teacher assessed grades.
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- 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.



## 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.

### A. 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**.
- We will put in place a process of external moderation for all exam based subjects. We will employ SLEs or Lead Practitioners from other organisations to sample our internally moderated marking. [Click here](#) (Appendix 5)
- 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**

- 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/guardians have been made aware of arrangements for results days.

## 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**

- 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.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

# APPENDIX 1

## Curriculum Teach Leader Assessment 2020-21 Checklist

**Department:** ENTER DEPARTMENT

**Assessment Window:** DELETE AS APPROPRIATE 1/ 2 / 3

**Exam Board and Subject Title:** e.g. EdExcel GCSE Mathematics

The Curriculum Team Leader must complete the following checklist / declaration before submitting subject outcomes for internal standardisation.

	<b>Declaration</b>	<b>Completed</b> ✓ x
<b>1</b>	Prior to designing the assessments, Curriculum Team Leaders have completed an assessment audit to identify the breadth of content and skills assessed as well as the types and difficulty of questions used in the assessments.	
<b>2</b>	When designing the assessment papers, Curriculum Team Leaders have ensured these assessments consist of exam questions from past papers securely locked on exam board websites. These assessments will reflect the specification, following the same format as awarding organisation materials.	
<b>3</b>	The evidence has been authenticated as the candidates' own work, as all assessments have been completed under high levels of control and supervision.	
<b>4</b>	At departmental level, we have considered how these assessments will be marked in a way that reflects awarding organisation mark schemes.	
<b>5</b>	Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation. Blind marking of each assessment has taken place; followed by internal and external moderation.	
<b>6</b>	Students' grades have been determined using only the evidence detailed in the subject's Assessment Record Marksheet on SIMs.	
<b>7</b>	Where applicable, the students were given their approved access arrangements whilst producing the evidence contributing to the final grade and the access arrangements are recorded in the Assessment Record Marksheet on SIMs.	
<b>8</b>	Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was taken into account in determining candidates' grades according to the document JCQ Guidance, and this has been documented in the Assessment Record.	
<b>9</b>	The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. Significant deviations are explained.	
<b>10</b>	To check and ensure high degree of accuracy, marking of assessments have been moderated internally using sampling.	
<b>11</b>	To further add rigour and robustness to the process, sampling has been used to externally moderate the internal marking.	
<b>12</b>	Records have been retained detailing all staff involved in the process, work moderated, judgements and any adjustments made at a Department level. These records are readily available.	

If any of the above have been marked **X** please provide detail and justification below:

The teacher-assessed grades for this subject are signed off below as being accurate by the Curriculum team Leader, SLT Line manager and one other teacher within the department who has conducted the internal moderation.

**Curriculum Team Leader Name:** ENTER NAME

**Signature:** ENTER SIGNATURE

**Date:** ENTER DATE

**Second teacher name:** ENTER NAME

**Signature:** ADD ELECTRONIC SIGNATURE

**Date:** ENTER DATE

**SLT Line Manager:** ENTER NAME

**Signature:** ENTER SIGNATURE

**Date:** ENTER DATE

# APPENDIX 2

## EXAMPLE FROM ENGLISH LANGUAGE OF AUDIT

### Year 11 Assessment Content, Skills and Assessment Objectives Audit

<b>Section 1 - Content / Knowledge</b>			
<b>Content/ Topic</b>	<b>Covered Fully in school (Y/N)</b>	<b>Covered during lockdown</b>	<b>Not covered at all</b>
Fiction: Reading	Y	N	N/A
Fiction: Writing	Y	N	N/A
Non-fiction: Reading	Y	N	N/A
Non-fiction: Writing	Y	Y	N/A

<b>Section 2- Exam Components and Weighting</b>			
<b>Component (Exam paper / Coursework)</b>	<b>Skills / Content Covered and length</b>	<b>Is this paper part of any of the mini-assessment windows? (Yes /No) (If no, please explain)</b>	<b>When?</b>
Paper 1 25%	Reading and analysis 45 minutes	No - completed during November mock.	
Paper 1 25%	Writing 45 minutes	No - completed during November mock.	
Paper 2 25%	Reading and analysis 45 minutes	Yes	Mini assessment 1
Paper 2 25%	Writing 45 minutes	Yes	Mini assessment 2

<b>Section 3 -Exam Style Questions</b>			
<b>Exam Style Type Description</b>	<b>Is this exam style question included in your mini assessments? (Yes/No)</b>	<b>If not, explain why.</b>	<b>If yes, indicate in which mini-assessment</b>
Short and longer written answers	Yes		Mini assessment 1
Long written response	Yes		Mini assessment 2
Short and longer written answers	Yes		Mini assessment 1
Long written response	Yes		Mini assessment 2



## EXAMPLE FROM SPANISH LANGUAGE OF AUDIT

### Year 11 Assessment Content, Skills and Assessment Objectives Audit

<b>Section 1 - Content / Knowledge</b>				
Content Topic		Covered Fully in school (Y/N)	Covered during lockdown	Not covered at all
Theme 1: Identity and culture	Me, my family and friends	Y	N	N/A
	Technology in everyday life	Y	N	N/A
	Free-time activities	Y	N	N/A
	Customs and festivals in Spanish-speaking countries/communities	N	Y June - July 2020	N/A
Theme 2: Local, national, international and global areas of interest	Home, town, neighbourhood and region	N	Y March - May 2020	N/A
	Social issues	N	Y JAN - FEB 2021	N/A
	Global issues	Y	N	N/A
	Travel and tourism	Y	N	N/A
Theme 3: Current and future study and employment	My studies	Y	N	N/A
	Life at school/college	Y	N	N/A
	Education post-16	Y	N	N/A
	Jobs, career choices and ambitions	Y	N	N/A

<b>Exam Components and Weighting</b>			
	Skills / Content Covered and length	Is this paper part of any of the mini-assessment windows? (Yes /No) (If no, please explain)	When?
Paper 1 (25%)	Listening - 35 minutes (Foundation Tier), 45 minutes (Higher Tier)	Yes	Mini - assessment 3
Paper 2 (25%)	Speaking	No, this is the skill that the exam board removed from the list of compulsory content	In lesson
Paper 3 (25%)	Reading- 45 minutes (Foundation Tier), 1 hour (Higher Tier)	Yes	Mini assessment 2
Paper 4 (25%)	Writing - 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)	Yes	Mini assessment 1

<b>Exam Style Questions</b>				
		<b>Is this exam style question included in your mini-assessments? (Yes/No)</b>	If not, explain why.	If yes, indicate in which mini-assessment
Speaking	Photo card	Y		Classroom assessment. Departments can decide how they wish to assess speaking skills The assessment does not have to follow a traditional exam format
	Role Play	Y		Classroom assessment
	Conversation / Presentation	Y		Classroom assessment
Writing	Message (student produces four sentences in response to a photo) – 8 marks	Y		Mini-Assessment 1
	Short Passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks	N	90 word question essay tests the same knowledge and skills and it is more challenging, becoming a more suitable question to differentiate grades	
	Sentence Translation from English into Spanish (minimum 35 words) – 10 marks	Y		Mini-Assessment 1
	Structured Writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks	Y		Mini-Assessment 1
	Open-Ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 mark	Y		Mini-Assessment 1
	Paragraph Translation into Spanish (Higher)	Y		Mini - Assessment 1

Reading	Multiple Choice in English	Y		Mini-Assessment 2.
	Multiple Choice in Spanish	Y		Mini-Assessment 2.
	Comprehension questions in English	Y		Mini-Assessment 2.
	Comprehension questions in Spanish	Y		Mini-Assessment 2.
	Gap fill	Y		Mini-Assessment 2.
	Comprehension-True / False / NM	Y		Mini-Assessment 2.
	Identify the tense (N,P,F)	Y		Mini-Assessment 2.
	Literary Text	Y		Mini-Assessment 2.
	Translation into English	Y		Mini-Assessment 2.
Listening	Multiple Choice in English	Y		Mini-Assessment 3.
	Multiple Choice in Spanish	Y		Mini-Assessment 3.
	Comprehension questions in English	Y		Mini-Assessment 3.
	Comprehension questions in Spanish	Y		Mini-Assessment 3.
	Comprehension-True / False / NM	Y		Mini-Assessment 3.

# APPENDIX 3

## Quality Assurance Protocol for TAG

Aim of our QA process: To ensure that assessment tasks and marking are accurate, appropriate to the level of the assessment and comparable with equivalent assessments.

	<b>Stage 1 Suitability of Assessments</b>	<b>Stage 2 In House Marking</b>	<b>Stage 3 Internal Moderation</b>	<b>Stage 4 External Moderation</b>	
English Literature	SLE to check suitability of assessment.  Changes to be made in response to feedback from external moderator	<b>JM</b>	<b>FD + KT</b>	SLE	
English Language		<b>HT + DB</b>	FD	SLE	
Maths		ML – Foundation JT – Higher Tier	ML+ AS – Higher Tier JT + AS – Foundation Tier	SLE	
Science		<b>SC</b> – Chemistry KD – Physics <b>VK</b> - Biology	<b>SC</b> - Physics KD - Biology <b>VK</b> - Chemistry	SLE	
Spanish		IP/ABB (double marking)	ABB/IP	SLE	
French		RP/PS (double marking)	PS/RP	SLE	
Geography		<b>HH</b>	VC	SLE	
History		AB	KW / DR	SLE	
Computer Science		AE		SLE	
Business Studies		KH	DLR	SLE	
Design Technology		AK	PW	SLE	
Food Technology		DL	AK	SLE	
RS		TL, ED, <b>KK</b>	KK- (TL/ED) TL (KK)		
Art		<b><u>Coursework Based Subject</u></b>	AS/ SH (double marking)	AS/SH	External Moderation arranged by exam board
IT		No external approval of assessments, as assessment materials are dictated/provided by the awarding body.	DLR		

BTEC Music	<b>Assignment based Subjects</b> No external approval of assessments needed as assessment materials are dictated/provided by the awarding body.	Class teacher	BTEC internal verification policy implemented (see document attached)	BTEC external moderation protocol followed (see document attached)
BTEC Drama				
BTEC Media				
BTEC Engineering				
BTEC PE				
BTEC CD				
BTEC T&T				

Note: staff highlighted in red are exam markers for that subject component

### **Stage 2 - Internal Marking for Exam Based Subjects**

- To address unconscious bias all assessments are anonymised to facilitate 'blind marking'.
- Teachers mark question by question.
- To reduce the potential variability in marking; all subject and / or tiered assessments will be marked by the same person

### **Stage 3- Internal Moderation Procedures for Exam Based Subjects**

Each department has adopted the approach that best suits to the skills and expertise of the team.

Subjects	Types of moderation	Who	Outcomes of the moderation	Actions from moderation outcomes
English Language Maths Science Geography History Business Studies Computer Science Design Technology Food tech	Sampling	FD JT /ML SC/KD/VK VC KW/DR DR  PW AK	a) The marks of the first and second marker/moderator/s are consistently in agreement, differing by no more than the tolerance agreed (10%).  b) The marks of the first and second marker/moderator/s differ by 10% or more for a larger number of the pieces of assessment which have been reviewed.	a) No further action is required and the marks of the first marker are approved as the confirmed marks for the sample and the rest of the cohort.  b) Marks adjusted accordingly.
French Spanish	Double marking	RP/PS IP/AB	a) The marks of the first and second marker/moderator/s are consistently in	a) No further action is required and the marks of the first marker are

			<p>agreement, differing by no more than the tolerance agreed (10%).</p> <p>b) The marks of the first and second marker/moderator/s differ by 10% or more for a larger number of the pieces of assessment which have been reviewed.</p>	<p>approved as the confirmed marks for the sample and the rest of the cohort.</p> <p>b) The marker and moderator/s should discuss the reasons for the marks they have awarded, with reference to the marking criteria.</p>
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**Note:** Our Computer Science department has one staff member: assessments will be marked internally and all assessments will be externally moderated.

#### **Stage 4- External Moderation for Exam Based Subjects**

- Our external moderators will be SLEs or Lead Practitioners with a proven track record of expertise in those subject areas.
- When reviewing the sample of work, the moderator will look for trends or anomalies in how the marker has marked and should not make adjustments to the marks awarded for individual pieces of work.

Outcomes of the external moderation	Actions from external moderation outcomes
<p>c) The internal moderated marks and the marks from the external moderator are consistently in agreement, differing by no more than the tolerance agreed (10%).</p> <p>d) The internal moderated marks and the marks from the external moderator differ by 10% or more for a larger number of the pieces of assessment which have been reviewed.</p>	<p>c) No further action is required and the marks of the first marker are approved as the confirmed marks for the sample and the rest of the cohort.</p> <p>d) Marks adjusted accordingly.</p>

Number of pieces of work in the cohort to be moderated	Minimum sample to be reviewed	Subjects
100 or more	25 pieces of work	Maths (220) , English (220) , Science (220), History (128),
60 to 99	15 pieces of work	Geography (87), French (60) , Spanish (76)
1 to 59	10 pieces	Food Tech (19), Computer Science (17), Business (58), Design Technology (19)
Below 10	All pieces of work	



# APPENDIX 4

## **BTEC Assessment Policy**

### **Aims:**

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

### **In order to do this, Hartford CE High School will:**

1. ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
2. ensure that all BTEC programmes have a clear and accurate assessment plan at the start of the academic year, which provides published dates for the handout of assignments and deadlines for assessment.
3. ensure that assessment decisions are impartial, valid and reliable by using only the published assessment and grading criteria.
4. not limit or 'cap' learner achievement if work is submitted late.
5. develop assessment procedures that will minimise the opportunity for malpractice.
6. maintain accurate and detailed records of assessment decisions.
7. maintain a robust and rigorous internal verification procedure for all assessment.
8. provide samples for Standards Verification as required by the awarding body.
9. monitor standards verification reports and undertake any remedial action required.
10. share good assessment practice between all BTEC programme teams.
11. ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
12. provide resources to ensure that assessment can be performed accurately and appropriately.

### **Centre Specific Assessment Procedures:**

1. At the start of any academic year each subject area should produce an assessment plan; templates are provided by BTEC to ensure all of the essential information is recorded. This is the responsibility of the Lead Internal Verifier.
2. Where appropriate use Pearson authorised assignment briefs. Any assignment briefs written by the centre staff must be fit for purpose and internally verified before being issued to learners. IV must be carried out by another member of staff who is familiar with BTEC assessment guidelines. You may not IV your own assignment briefs or assessments. It is recommended that the centre staff use the assignment checking service provided by Pearson for any centre-written assignments.
3. Assignment briefs should not be issued to the learner until the assessor(s) is satisfied that the learner(s) have the necessary knowledge and skills to attempt the tasks.
4. If a request for a resubmission is made and providing there have been no issues with the Assessor's decisions at the first submission stage, then the resubmission does not need to be internally verified if the learner's grade has not improved. The LIV should

however check the decisions if the learner's grade has shown improvement to safeguard against any malpractice.

5. Staff should make themselves aware of what constitutes assessment malpractice. All suspected cases of malpractice must be reported to the centre QN.
6. All Assessors must take responsibility for the tracking and progression of their learners. This must be stored on the shared drive for easy access. Each programme leader must ensure that accurate learner records are kept for 3 years after certification.
7. Programme leaders must ensure that records of assessment IV are retained and available for checking. An up-to-date copy of the IV and assessment plan must be kept in the shared drive for easy access (BTEC/Internal Verification).
8. Where possible, programme teams should retain examples of previous learner work to use for standardisation and staff CPD.

This policy & procedures will be reviewed annually.

#### **BTEC Quality Assurance links for assessment:**

- <https://qualifications.pearson.com/en/qualifications/btec-firsts.html>
- <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment.pdf>
- <https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>
- <https://qualifications.pearson.com/en/support/Services/assignment-checking-service.html>
- [https://qualifications.pearson.com/content/dam/pdf/Support/malpractice-and-plagiarism/JCQ\\_Suspected\\_Malpractice\\_15-16.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/malpractice-and-plagiarism/JCQ_Suspected_Malpractice_15-16.pdf)

## Internal Verification Policy

### Aims:

- To ensure there is an accredited lead internal verifier in each principal subject area.
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal verification decisions.

### In order to do this, Hartford CE High School will ensure that:

1. a lead internal verifier is registered for each principal subject area.
2. each lead internal verifier oversees effective internal verification systems within each principal subject area.
3. staff are briefed and trained in the requirements for current internal verification procedures.
4. effective internal verification roles are defined, maintained and supported.
5. internal verification is promoted as a developmental process between staff
6. standardised internal verification documentation is provided and used.
7. all centre assessment instruments are verified as fit for purpose.
8. an annual internal verification schedule, linked to assessment plans, is in place.
9. an appropriately structured sample of assessment from all programmes is internally verified, to ensure the centre conforms to national standards and standards verification requirements.
10. secure records of all internal verification activity are maintained.
11. the outcome of internal verification is used to enhance future assessment practice.

### Centre Specific Internal Verification Procedures:

1. Each programme leader must ensure that a lead Internal Verifier is registered annually. This must be done in September of each year.
2. All Lead Internal Verifiers must complete OSCA accreditation every 3 years.
3. The recognised team of internal verifiers will meet regularly to ensure standardisation of IV procedures. This will be organised by the Quality Nominee.
4. Each programme area must have a schedule for IV. This is the responsibility of the Lead Internal Verifier and should be kept on the shared drive so all involved have access.
5. BTEC Internal verification forms are standardised across the school. This should be the template provided by BTEC.
6. All assignment briefs must be Internally Verified (unless using authorised assignment briefs) before being published to learners and should contain:
  - accurate unit and programme details
  - clear deadline(s) and an appropriate timeframe

- suitable vocational scenario or context  
relevant assessment criteria for the unit(s) covered  
relevant assessment criteria against each task  
the evidence the learner needs to provide
7. Internal Verification of assessment decisions should be completed before it is returned to the learner. This applies to all assessors.
  8. Internal Verification records should be retained for 3 years after certification and held on the shared drive.
  9. Samples of Internally Verified work should be retained and used for standardisation, staff induction and staff CPD.
  10. The Lead Internal Verifier will liaise with the Standards Verifier during the sampling process.

This policy & procedures will be reviewed annually.

**BTEC Quality Assurance links for internal verification:**

- <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Verification.pdf>
- <https://qualifications.pearson.com/content/dam/pdf/btec-brand/deliver-btec/Lead-Internal-Verifiers-Handbook.pdf>
- <https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>

# APPENDIX 5

## External Moderators

Subject	Moderator
Maths	Miss SC Maths SLE
English	Mrs JD English SLE
Science	Mr TM Former Head of Science & Assistant Principal
French	Mrs SR Head of Department (French specialist)
Spanish	Mrs NK Lead Practitioner for Spanish
RS	Ms AD - Head of RS and PSHE Ms EF – Head of Department & AQA examiner
History	Miss YV Curriculum Director & Head of Humanities (History specialist)
Geography	Miss HB Geography SLE & Assistant Head Teacher for T&L
Business	Mr TB Assistant Principal & Business Lead Practitioner
Computer Science	Mr DC Head of Computing
Food Technology	Mrs SP Lead Practitioner for Food Technology
Design Technology	Mr PM SLE for Design Technology Curriculum Leader for DT