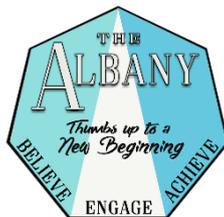


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## QUALITY ASSURANCE PROCESS FOR ASSIGNING TEACHER ASSESSED GRADES FOR 2021 EXAMS

### Approved

Signature of Headteacher	
Date:	
Signature of Chair of SEMH LGB:	
Date:	
Agreed at the SEMH LGB Meeting on:	5 <sup>th</sup> May 2021
Minute Reference:	Item 11.2

Document reference:	Version 1.0
Created by:	Emma Oxnam
Creation date:	April 2021
Reviewed by:	
Review date:	
Major revision by:	
Major revision date:	
Master File location:	SharePoint Policies
Next review due:	Relates to 2021 Exam Series only



# QUALITY ASSURANCE PROCESS FOR ASSIGNING TEACHER ASSESSED GRADES FOR 2021 EXAMS

## CONTEXT

The government has announced that the exam series in 2021 has been cancelled and that teachers will be responsible for assigning grades to the pupils that they teach.

This document outlines the quality assurance process for assigning teacher assessed grades at The Albany. It has been ratified by the LGB and the trust board of BEST who retain strategic overview for this quality assurance process.

Whilst the staff will be setting and marking the work that is produced by our pupils, the actual work and the marking of it will come under scrutiny and quality assurance via the external examination bodies that ultimately award all examination grades. Fundamentally the exam boards themselves will be the ones who verify, rubber stamp and award grades this summer.

**Results day is Thursday 12th August 2021.**

## ASSESSMENT EVIDENCE

Teachers can use a range of evidence to make a judgement of the grade that their pupils are performing at. Pupils will only be assessed on what they have been taught, ensuring sufficient coverage of the curriculum to enable progression. When determining the grade, **teachers will reflect the standard at which the student is performing now, not their potential.** Teachers will use the time remaining to balance continued teaching with any assessments they want to undertake. Work done at home can be included as evidence to support a teacher's judgement if it cannot be produced in the school environment because of the pandemic, and where teachers are confident that it is a pupil's own work.

## TYPES OF ASSESSMENT EVIDENCE

Teachers can use evidence to determine grades from across the duration of the pupil's course. The DfE are recommending the following range of evidence is used, where available:

- student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers or similar materials such as practice or sample papers
- non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed
- student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes - this can include:
  - substantial class or homework (including those that took place during remote learning)
  - internal tests taken by pupils
  - mock exams taken over the course of study
- records of each student's progress and performance over the course of study

## DECIDING ON HOW TO BALANCE DIFFERENT SOURCES OF EVIDENCE

Teachers will bear in mind the following factors in deciding how to balance different sources of evidence.

**When the evidence was produced** - More recent evidence is likely to be more representative of pupil's performance, although there may be exceptions particularly for our setting given the impact of their medical or mental health difficulties.

**What pupils were asked to do** - teachers will aim to use consistent sources of evidence for a class or cohort that relate closely to the specification requirements, although recognising that many of our pupils are on personal learning plans and have different patterns of learning.

Teachers are also aware that some tiered GCSEs specify content for higher tier students only, and in all qualifications, we will provide accessible questions and tasks for lower attaining students and appropriately demanding questions and tasks for higher attaining students to support higher grades.

**How the evidence was produced** - we will be confident that work produced is the pupil's own and that the pupil has not been given inappropriate levels of support to complete it, either in the centre, or at home. This is because we know our pupils well as we teach them in small groups. We are aware that exam boards will investigate instances where it appears that evidence is not authentic.

#### **Making a judgement -**

- Teachers will take account of the standard of any coursework undertaken by pupils in their overall judgement, including partially completed non-exam assessments where disrupted learning stopped them from completing it. Where this is the case, pupils will not be penalised.
- Teachers will use these non-exam assessments in accordance with exam board mark schemes. Depending on the content they covered, the contribution that the non-exam assessments make to pupils' overall grade should, in the government's view, remain broadly similar to a normal year.
- Exam boards will publish guidance in March, so teachers have a clearer understanding of how to make fair and consistent judgements. Exam boards will also provide us with support, guidance, and training on how to minimise the risk of bias and malpractice.
- As far as possible, teachers will use the same types of evidence to form a judgment. When assessing different pupils in their cohort for a subject, we will make formal reasonable adjustments for disabled students. If evidence is produced from assessments taken earlier in the course where formal reasonable adjustments were not in place, we will take that into account in our judgements.

Teachers will be given training so that they are familiar with this quality assurance process and are able to clearly articulate what evidence they have used to assign the pupil's grades in their subjects and how they reached their decisions. This will be a mixture of 'in house' and externally provided by the exam boards.

**Assessment materials** - The exam boards will provide assessment materials at the end of March. These will include sets of questions organised to help teachers quickly find questions in the topics they have taught. These questions will be provided with mark schemes, exemplar responses and data on past performance where available, to assist teachers in making fair and consistent judgements of the standard of a student's performance. These materials will be available for all subjects apart from art and design.

**Sharing information with pupils** - as well as sharing which materials teachers will be using to assign a grade for a subject, we will share the pupil's predicted grade with them at review meetings in the next term. They will also be shared with parents and the pupil's home school in those meetings. This does not mean that this will be the actual grade, as there will still be opportunity for pupils to improve their grade as evidence collected right up to the point of grade submission can be used.

#### **HOW WE WILL CARRY OUT OUR QUALITY ASSURANCE**

Exam boards will publish requirements for our quality assurance processes. Exam boards will review all of our quality assurance processes before they submit grades. The head teacher will submit a declaration to the exam board confirming they have met the requirements for quality assurance. We can decide the exact timing for when they undertake internal quality assurance, provided that we have completed the necessary checks before the **deadline to submit grades to the exam boards on 18 June**.

*Please see appendix 1 for our proposed timelines for quality assurance processes.*

#### **HOW EXAM BOARDS WILL UNDERTAKE QUALITY ASSURANCE**

As well as the checks of our quality assurance processes, exam boards will complete checks of the evidence for a sample of pupil grades in a sample of subjects, in a sample of schools over June and July. The exam boards will determine which schools they visit, and which students' evidence they review. The exam boards will decide whether the grades determined by the centre following quality assurance are a reasonable exercise of academic judgement of the pupils' demonstrated performance. If they don't find this to be the case the exam boards will ask the school to investigate. Exam boards will not re-mark the pupil's evidence or give an alternative grade. Grades would only be changed by the board if they are not satisfied with the outcome of an investigation or malpractice is found. The sample of schools will take into account centre type

and other characteristics of the centre and cohort. The exam boards will also check schools where concerns are highlighted as part of the initial external process checks. A check will also be triggered:

- if concerns have been raised or as a result of whistleblowing
- if a school or college's results are out of line with expectations based on past performance
- where there have been significant changes in early entries
- where schools have previously received sanctions for malpractice or an investigation is ongoing

## APPEALS

Every pupil will have the right to appeal their grade if they so wish. Before a grade is submitted, teachers will make pupils aware of the evidence they are using to assess them. Pupils will then have the opportunity to confirm the evidence is their own work and make their teachers aware of any mitigating circumstances they believe should be taken into account. Teachers will give the pupils the opportunity to redo any assessments if they wish, ensuring that they apply any of the reasonable adjustments to which they are entitled. This will give our pupils every opportunity to try and improve their grade if they can.

If a pupil wishes to appeal, we will undertake an initial process review to check all processes were followed correctly and no errors were made. If we find an error, we will submit a revised grade to the exam board.

If the pupil still wants to appeal, they will ask us to submit a formal appeal to the exam board for them. The exam board will check we followed our own processes and exam board requirements as well as reviewing the evidence used to form our judgement and providing a view as to whether the grade awarded was a reasonable exercise of academic judgement.

If the exam board finds the grade is not reasonable, they will determine the alternative grade and inform us.

In cases of disagreement between us and the exam board, or if the pupil disagrees with us or the exam board, the case can be referred to Ofqual's Exams Procedure Review Service (EPRS). The exam board's decision on the grade following appeal will stand unless the EPRS finds that the exam board has made a procedural error.

Appeals are not likely to lead to adjustments in grades where the original grade is a reasonable exercise of academic judgement supported by the evidence. Grades can go up or down as the result of an appeal.

*Please see appendix 2 - form to request review of processes in order to appeal a grade.*

We are aware that in the case of an appeal, or a subject access request, the pupils should be making the request themselves as the personal data belongs to them. The exception to this would be if the nature of the pupil's difficulties meant that they could not make that request themselves.

We are also aware that when appeals may be raised during the summer break and not all staff will be available to respond to the appeal. We will ensure that senior leaders are aware of the location of all evidence used to inform the grade so that a response to the appeal can be made in a timely manner.

## EQUALITY ISSUES

We will ensure that all pupils who would have had special arrangements to complete the normal examinations, will have these applied to any assessments carried out, in order to minimise the impact of their disability. If the assessment was carried out without the special arrangements in place e.g. if it was before the special arrangements were formulated, then teachers will take this into account when assessing the evidence. We will carry out an equality impact assessment in order to ensure that our processes are not biased in any way.

*See appendix 3 for Equality Impact Assessment*

Teachers will be reminded of their responsibility to keep all data and evidence that has been used to inform the grade allocated for each pupil, under the regulations governed by GDPR. Teachers are aware that in this case they are the data controllers.

Data will be stored secretly either on the secure Microsoft Office Drive or in locked cupboards/filing cabinets/exam paper safes in order to minimise the risk of data breaches.

Data, in the form of evidence used to assign grades, will only be shared with fellow subject teachers for the purpose of internal quality assurance and with core teachers who will be conducting review meetings. Predicted grades will be shared with pupils, parents/carers and home school staff.

*See Information Audit Register for further details*

Senior leaders will be made aware of the location of the evidence used so that they can access it in the case of an appeal by the pupil.

## Key points

- ALWAYS refer to exams officer for information if you are unsure of any procedures
- REMEMBER to tell your pupils WHAT evidence you will be using to inform their grade. Please explain that it is not just one piece of evidence and use your professional judgement to decide if you have enough evidence for that grade.
- DO NOT tell them what grade you have submitted for them
- ENGAGE in professional dialogue about grading, particularly in the moderation process
- YOU KNOW your pupils and what they can do - we have trust in you to make an objective decision which is robustly supported by the evidence you have

w/b	Actions
1/3	Collation of work
8/3	Collation of work
15/3	Collation of work
22/3	Collation of work
29/3	<b>Easter holidays</b>
5/4	<b>Easter holidays</b>
12/4	Collation of work
19/4	Collation of work
26/4	Moderation of work
3/5	Collation of additional work
10/5	Moderation of work
17/5	Finalising pupil grades
24/5	Moderation of finalised grades
31/5	<b>Half Term</b>
7/6	Finalising sending pupil grades to exam board
14/6	<b>GRADE SUBMISSION 18/6</b>

**Appeal form for exam series 2021**

If you are unhappy with your centre assessed grade assigned to you for the exam series in 2021, please complete this form to start the process.

Every pupil will have the right to appeal their grade if they so wish. Before your grade was submitted, teachers will have made pupils aware of the evidence they used to assess you. Pupils had the opportunity to confirm the evidence was their own work and made their teachers aware of any mitigating circumstances they believe should have been taken into account. Teachers gave the pupils the opportunity to redo any assessments if they wished, ensuring that they applied any of the reasonable adjustments to which they were entitled.

The process of appeal will involve an initial process review to check all processes were followed correctly and no errors were made. If we find an error, we will submit a revised grade to the exam board.

If no error was found and the pupil still wants to appeal, they can ask us to submit a formal appeal to the exam board for them. The exam board will check we followed our own processes and exam board requirements as well as reviewing the evidence used to form our judgement and providing a view as to whether the grade awarded was a reasonable exercise of academic judgement.

If the exam board finds the grade is not reasonable, they will determine the alternative grade and inform us.

In cases of disagreement between us and the exam board, or if the pupil disagrees with us or the exam board, the case can be referred to Ofqual's Exams Procedure Review Service (EPRS). The exam board's decision on the grade following appeal will stand unless the EPRS finds that the exam board has made a procedural error.

Appeals are not likely to lead to adjustments in grades where the original grade is a reasonable exercise of academic judgement supported by the evidence. Grades can go up or down as the result of an appeal.

Name of applicant	
Which subject(s) grades do you wish to appeal?	
Reasoning you wish to appeal the grade	
Any other comments	
Signed	

The aim of an equality impact assessment (EIA) is to consider the equality implications of our quality assurance process for assigning centre assessed grades on different groups of pupils, and consider if there are ways to proactively advance equality.

1. Project Details	
Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives	<p>Quality Assurance Process for assigning teacher assessed grades for the exam series in 2021.</p> <p>The aim of the document is to set out the procedures and processes to be followed by all teachers when making decisions about grades to assign pupils for their GCSEs.</p> <p>The objective is to make our processes clear and transparent so that all stakeholders are aware of the process and have the opportunity to ask questions.</p>
Is it new or existing?	New
Who has been involved in completing the EIA	Head teacher
Date of completion	25.3.21

2. Evidence Gathering and Engagement	
a. What evidence has been used for this assessment?	<p>We have used the evidence from the DfE and Ofqual contained in their guidance. We have also used the JCQ guidance on special considerations for examinations and the form 8 completions.</p>
b. Who have you engaged and consulted with as part of your assessment?	<p>We have engaged the exams officers, the SENCo, all teaching staff and pupils who would be eligible for special arrangements for their examinations.</p>

3. Impact on different groups of staff and students	
Specific groups to consider[1]	Potential impact on this group of pupils and actions taken to mitigate impact and advance equality, diversity and inclusion
Age <i>Pupils of different ages</i>	None. All pupils aged 15 – 17 years and are eligible for taking GCSEs this year.
Disability <i>Disabled pupils, including those with mental health issues.</i>	<p>Possible impact of not being given special arrangements as agreed for their disability in the assessments and form 8s. This could mean that they do not perform to the best of their abilities so will not meet their potential.</p> <p>To mitigate this, all teachers are aware of the special arrangements that pupils have and will ensure that these are applied for all assessments used to inform the centre assessed grade.</p> <p>The evidence to be used to inform the grade will be shared with the pupil and they will be given the opportunity to redo any assessments if they feel that the special arrangements were not applied correctly or that there were other mitigating circumstances.</p>
Gender reassignment <i>Trans pupils, and non-binary pupils</i>	None – all pupils are treated equally and will not be impacted by the evidence collection for the grades.
Marriage and civil partnership <i>A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.</i>	Not applicable
Pregnancy and maternity	None - all pupils are treated equally and will not be impacted by the evidence collection for the grades.
Race <i>Pupils from minority ethnic backgrounds and international pupils</i>	None – all pupils are treated equally and will not be impacted by the evidence collection for the grades.
Religion or belief <i>Pupils with different religions and/or beliefs</i>	<p>Pupils who may have been fasting during assessments which could have impacted on their performance.</p> <p>This will be mitigated by giving them the opportunity to redo any assessments if they feel they could have done better</p>

Sex <i>Both men and women</i>	None – all pupils are treated equally and will not be impacted by the evidence collection for the grades.
Sexual orientation <i>LGBTQ+ pupils</i>	None – all pupils are treated equally and will not be impacted by the evidence collection for the grades.
People with caring responsibilities	Pupils who may have had additional caring responsibilities during assessments which could have impacted on their performance.  This will be mitigated by giving them the opportunity to redo any assessments if they feel they could have done better
Pupils from lower socio-economic backgrounds	None – all pupils are treated equally and will not be impacted by the evidence collection for the grades.
Intersectionality (include any other relevant information relating to the intersection of any of these protected groups)	None – all pupils are treated equally and will not be impacted by the evidence collection for the grades.

4. Action Planning	
Issue Identified	Not giving pupils the appropriate special arrangements to complete their assessments, then using the evidence to assign the grades.
Planned Action	Ensure that all teachers are aware of pupils that are entitled for special considerations for exams and have completed form 8s. Offer all pupils the opportunity to redo any assessment in which they either feel that they did not have the opportunities to use their special considerations or had some other mitigating circumstances which meant that they did not perform to their best.
Lead and Timeframe	Start w/b 22.3.21 and completed before 31.5.21 to give them plenty of time to redo

## 5. Monitoring and Review

How will you monitor the impact of your project once it has been put into effect?

Head teacher will be responsible for ensuring that the quality assurance procedures and processes are adhered to by all teachers in all subjects.

Teachers are responsible for following the quality assurance procedures and processes.

At which committee(s) have these considerations been discussed:

- Senior Leadership Team
- Governors

Sign off from Chair of Trustees/Governors:

Review Date:

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[1] All of the terms in bold is the terminology used in the [Equality Act 2010](#).