

# The Corsham School

---

POLICY FOR AWARDING TEACHER-ASSESSED GRADES FOR GCSE,  
AS-LEVEL, A-LEVEL AND VOCATIONAL QUALIFICATIONS IN  
SUMMER 2021

---

### **Statement of Intent**

The purpose of this policy is:

- To put in place a process for grading in Summer 2021 that allows all students to exhibit their best level of work and knowledge and thus achieve the best grades that they are able to (which is wholly supported by the academic evidence)
- To ensure that teacher-assessed grades are determined fairly, consistently, free from bias and effectively within and across all departments
- To ensure the operation of effective processes with clear guidelines and support for all 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 and/or other relevant exam board guidance
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of this in regards to the 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 all 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 and transparent, in order to give confidence to all such parties

## **Roles and Responsibilities**

This section gives details of the roles and responsibilities within our centre:

### **Head of Centre**

The Head of Centre:

- Will be responsible for approving our policy for determining teacher-assessed grades
- Has overall responsibility for The Corsham School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined
- Will confirm that teacher-assessed grade decisions represent the best academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations and the DfE
- Will ensure a robust internal quality assurance process has been produced and is adhered to throughout
- Will sign-off on submission of the teacher-assessed grades to the exam boards, in order to confirm that all necessary processes and procedures have been fully followed

### **Deputy Headteacher and Heads of Department**

Deputy Headteacher and Heads of Departments will:

- Provide training and support, where needed, to all staff tasked with marking work that will be used as evidence in awarding teacher-assessed grades
- Support the Head of Centre in the quality assurance of the final teacher-assessed grades
- Ensure an effective and consistent approach within and across departments to awarding the teacher-assessed grades
- Outline and communicate (as appropriate) the plan of assistance for single-teacher subjects
- Be responsible for ensuring all 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 appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications
- Ensure all teachers have all the information required to make accurate and fair judgments
- Ensure that a 'Head of Department Checklist' is completed for each qualification that they are submitting
- Complete a 'Subject Grade Information Sheet – Summer Series 2021' form to outline each department's specific assessment plan

- Publish to the school website, where it is visible to all students and their parents/carers, the whole school plan for assessing students, including the 'Chance to Shine' timetable

### **Teaching Staff**

Teaching staff will:

- Ensure they conduct assessments under 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
- Give each student an adequate chance to exhibit their best work in one, or more, 'Chance to Shine' opportunities
- Ensure that if a student, through no fault of their own, cannot access a 'Chance to Shine' opportunity in school, that they may access this remotely
- Ensure any students entitled to access arrangements have full use of those arrangements in any assessments and 'Chance to Shine' opportunities
- Produce an assessment record for each subject class
- 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 solely on what each student has been taught and what they have been assessed on, as outlined on page 20 in the main Joint Council for Qualifications guidance (a link to this document can be found on page 21 of this policy)
- Securely store (for at least six months after the release of results), and be able to retrieve, sufficient evidence to justify their decisions
- Share with any student the evidence that will be contribute toward their teacher-assessed grade, if requested
- Under no circumstances divulge a student's actual grade information to that student, or anyone associated with the student, prior to the relevant results day

### **SENCo**

The SENCo will:

- Liaise with teaching staff and advise accordingly to ensure that any student entitled to access arrangements has access to their particular provision for any assessment work, including all 'Chance to Shine' opportunities that they complete that will contribute evidence towards their final overall grade in a subject
- Provide reading-pens, laptops and bilingual dictionaries for all students with those particular access arrangements in place, for the completion of work that will contribute evidence towards their final teacher-assessed grade

### **Exams & Data Manager, Examinations Officer, and Exams Assistant**

The Exams & Data Manager, Examinations Officer and Exams Assistant will:

- Complete the Centre Policy Summary Webform on the CAP portal
- Be responsible for the input of our final, agreed teacher-assessed grades onto the exam boards' secure grade websites
- When requested, contact the exam boards and/or Joint Council for Qualifications in order to ask for any further guidance that might be needed in relation to the grading process
- Oversee and manage the submission of students' evidence to the exam boards, as may be required, as part of the External Quality Assurance process
- Issue all results to students and departments on the results days
- Oversee and manage the post-results services process

---

### **Training**

- The Deputy Headteacher will provide all teaching staff with the document entitled 'Summer Grading Procedure 2021'. (see **annexe A**). This provides guidance regarding the various steps in the grading procedure
- Teachers involved in determining grades in the centre will complete where appropriate centre-based training, run and co-ordinated either by their CTL and/or the Deputy Headteacher, to help ensure consistency and fairness to all students
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations

### **Support for Newly Qualified Teachers and Teachers less familiar with Assessment**

- The Deputy Headteacher and the relevant Curriculum Team Leader (CTL) will provide mentoring from experienced teachers for NQTs, as well as teachers less familiar with assessment
- The Deputy Headteacher and the relevant CTL will put in place additional internal reviews of teacher-assessed grades for NQTs and other teachers, as appropriate  
NQT's will be adequately supported by their CTL

### Use of Appropriate Evidence

This section gives details in relation to our use of evidence:

- A survey of all exam courses was completed at the end of March to confirm that course content had been fully covered and that all AOs would be covered in student evidence portfolios. This was then quality assured by Senior leaders interviewing each Subject Leader to double check coverage. Each Subject Leader has produced an instruction sheet detailing what evidence for grading will be used and what further assessments will take place to add to this evidence. These instruction sheets have also been quality assured by Senior Leaders. These detail what evidence is used on a subject by subject basis. These include past papers with published exam board mark schemes applied, NEAs, mostly all complete with the exception of Design where limited access to the Design workshop and machinery through lockdown has meant significant but not entire completion, mock exams, some substantial class/homework where exam board mark schemes can apply, internal tests that can be linked to exam board mark schemes, video records of student capability and performance in subjects such as PE, Drama and Music, and some cases where exam board style tests have been returned to students for formative reasons, but records of these remain.
- At time of writing this policy, March 2021, students have already amassed a range of suitable evidence, as a result of their time spent on their courses up to this point
- The Corsham School will give each student further opportunities to demonstrate their best work and level in each subject throughout the period of April to May, 2021. These opportunities will be known as 'Chances to Shine' and will be conducted in class (or remotely if a student is unable to attend or a bubble collapses.
- All students conducting 'Chance to Shine' work will have the offer of full usage of any access arrangements that they are entitled to, as awarded and facilitated by the SENCo
- All students, and their parents/carers, will be informed a minimum of one week prior to completing a 'Chance to Shine' (with meaningful revision opportunities then being offered in class in the run-up to the 'Chance to Shine')
- All 'Chance to Shine' opportunities will be conducted in class by the subject teacher. Absent students of bubbles may complete tasks remotely
- We will decide on a subject-by-subject basis regarding the potential use of assessment materials provided by the exam boards in Spring 2021. Where a particular subject elects not to use these exam board resources, alternative resources of equal value in terms of their suitability as evidence of achievement/level will be provided to students.
- We may (where appropriate) use non-exam assessment work (NEA often referred to as coursework) as evidence, even if this has not been fully completed for subjects that have an NEA component to their 'standard' assessment

- We may (where appropriate) use substantial class or homework (including work that took place during remote learning) as evidence
- We may (where appropriate) use internal tests taken by students as evidence
- We may (where appropriate) use mock exams taken over the course of study as evidence
- We may (where appropriate) use records of a students' capability and performance over the course of study in performance-based subjects such as Music, Drama or PE as evidence
- Teachers making judgements will have regard to the Ofqual 'Head of Centre, Heads of Departments and Teachers Guidance' (link on page 21) on recommended evidence, as well as further guidance provided by awarding organisations
- All candidate evidence used to determine teacher-assessed grades, and associated documentation, will be retained (for no less than six months following the publication of results) and made available for the purposes of external quality assurance (prior to the publication of results) and appeals (after the publication of results), as may be required
- Candidates will be allowed to view the documentation that will make up their evidence portfolio for any subject they are taking, if they request to see it, but without being informed of the overall teacher-assessed grade that will be awarded
- We will use additional assessment materials to support consistency of judgement between teachers of classes by giving everyone the same task to complete if possible
- We will combine and/or remove elements of questions where, for example, a multipart question includes a part that focuses on an element of the specification that hasn't been taught

The centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider whether an assessment was completed in class and under supervision or at home
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college. We will do this by asking students to sign a Declaration form confirming the work is their own
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments
- We will rely on the professional and holistic judgements of our teaching staff through moderation of a whole portfolio of evidence rather than weighting certain elements of a given portfolio

### **Awarding Teacher Assessed Grades Based on Evidence**

The centre's approach to awarding teacher assessed grades.

- 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
- Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias
- Teachers will produce an assessment record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be recorded and shared
- We will ask teachers to moderate students' work 'blind' (where possible) so as to remove the risk of bias. To this end, students' names and marks will be obscured on work before it is to be moderated.
- Senior leaders will advise single-teacher subject teachers regarding the processes (outlined above) for removing bias in awarding teacher-assessed grades

### Internal Quality Assurance

The Centre's approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers involved in awarding teacher-assessed grades read and understand this policy document as well as all relevant Joint Council for Qualifications /exam board documentation (links on page 21)
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out a professional, high standard internal standardisation process
- We will ensure that all teachers are provided with training and support where appropriate 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 ask that students' marked work is moderated by teachers that do not teach them, if possible, to remove any risk of bias
- On completion of internal standardisation, CTL's and subject teachers may be asked to rank students within each grade boundary. This is so that additional focus may be given to the evidence of those students that lie on the boundary between grades in order to ensure that the correct grade is awarded in all cases
- We will conduct internal standardisation across all grades
- We will ensure that the assessment record will form the basis of internal standardisation and discussions between 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 grade descriptors and the grading exemplifications provided by awarding organisation(s) (a link to these grading descriptors can be found on page 21 of this policy)
- Senior leaders will advise single-teacher subject teachers regarding the processes for removing bias in moderating teacher-assessed grades by involving other suitably qualified colleagues and working with other schools
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation

### **Comparison of Teacher Assessed Grades to Results for Previous Cohorts**

The Centre's 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.

- Teachers have full access to their subject results for the last three summers on SharePoint and SISRA. This allows them to analyse their teacher-assessed grades for 2021 in the context of not only the summer 2020 centre-assessed grades but also the results achieved by candidates sitting final exams in summer 2019, 2018 and 2017
- We will also use data derived from FFT, Oxford Analytics and SISRA to compare and analyse results over the past three years
- 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 results attained in a particular subject in previous examined years, address the reasons for this divergence. This commentary will be available for subsequent review during both the internal and external quality assurance processes
- We will omit subjects that we no longer offer from the historical data and we will use best available value-added analysis from FFT, OA and SISRA SPI to gauge performance where cohorts in a given exam course vary in terms of prior attainment and size

### **Access Arrangements, Reasonable Adjustments and Special Consideration**

The Centre's approach to access arrangements and mitigating circumstances (special consideration).

- The SENCo has advised concerning all appropriate requests for access arrangements received
- Where students have approved 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 and record them appropriately
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will either remove that assessment from the portfolio of evidence (and alternative evidence will be obtained) or we will record the fact that the evidence was completed without a prescribed access arrangement when marking it
- Where illness or other personal circumstances might have affected performance in any assessments during the course, we will take account of this when making judgements. The usual process of centres submitting special consideration applications to awarding bodies does not apply this summer. As the range of evidence is flexible and can be tailored to an individual student according to coverage of the specification, instances of special consideration should be limited. However, we will record, as part of the assessment record, how we have incorporated any necessary variations to a grade 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 JCQ document relating to this (link on page 21)
- Senior leaders will oversee the correct implementation of Special Consideration in all cases where it is deemed applicable

### **Addressing Disruption / Differentiated Lost Learning**

The Centre's approach to address disruption or differentiated lost teaching.

- Teacher-assessed grades will be solely determined based on evidence of the content that has been taught and assessed for each student
- Teacher-assessed grades will not be a projection of how students would have done in subject work that was not covered due to lost-learning time, nor will they be an estimate of how students would have performed in a subject exam in Summer 2021
- Where a student, through no fault of their own, has not completed a piece of work for evidence that others in their cohort have completed, the student will not be disadvantaged by this. If appropriate, other work, of a corresponding level, with comparable topic material, will be used as evidence instead. If no such comparable work exists then the student will not be penalised for this
- In situations where students have lost work which has already been marked and returned, the mark recorded by the teacher will still be taken into account when awarding the final grade

### **Objectivity**

This section gives a summary of the arrangements in place within our centre in relation to objectivity:

All staff have been briefed concerning maintaining objectivity. JCQ and Ofqual publications covering objectivity and bias have been disseminated and used for team briefings.

- 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 teacher assessed grades.

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

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;

- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and

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

The Centre's approach to recording decisions and retaining evidence and data.

- We will ensure that evidence is maintained across a variety of tasks to support a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught
- We will ensure that teachers and CTL's maintain records, known as the assessment record, that shows how the teacher-assessed grading process operated, including the rationale for decisions in relation to individual marks / grades
- Where specific students' work lies on the boundary between grades, their work will be given additional focus by the relevant CTL and senior leaders in order to ensure the correct grade is awarded. The outcome of this process will be fully recorded and available as both part of the external quality assurance process and on student request
- We will comply with our obligations regarding data protection legislation
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with awarding organisations at any point, for no less than six months following the publication of results

### Authenticating Evidence

This section outlines 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.

- In order for a piece of assessment work to be included in a student's portfolio of evidence, the relevant subject teacher has to be certain that the work in question was solely completed by the student
- Work completed in class can be verified by teachers as students' own
- Work completed outside of class must be verified as student's own by ensuring the student signs a declaration form to confirm that the work is his/her own (See **annexe D**)
- Where necessary, students may be asked to sign a document to authenticate work as their own. In these instances, students will be made aware that this will then be made available to an exam board if they subsequently query the authenticity of that work
- No inappropriate levels of support will be offered by teaching staff to students in completing assessment work
- It is fully understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity

---

### **Confidentiality**

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, if requested, while ensuring that details of the final grades remain confidential
- Relevant details from this Policy including requirements around sharing details of evidence and confidentiality requirements have been shared with parents/guardians by letter dated 31 March, by email and also through policy posted on the school website

### **Malpractice**

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 cover the specific challenges of delivery in Summer 2021. (See **annexe B**)
- All staff involved have been made aware of these policies, and have received training 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
  - undeclared improper assistance to students
  - failure to appropriately authenticate a student's work
  - inappropriate assistance to students in preparation for common assessments
  - allegations that centres submit grades that they know to be inaccurate and that are not supported by appropriate evidence
  - 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
  - Failure to keep appropriate records of decisions made regarding teacher-assessed grades
- All staff involved in the teacher-assessed grading process have been made fully aware of the consequences of malpractice or maladministration, as published in the JCQ guidance

The Centre's approach to addressing conflicts of interest, and how we will respond to such allegations. (See **annexe C**)

- Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents
- Teachers have all been surveyed in relation to conflicts of interest in advance of grading in 2021 and changes of personnel made to ensure each conflict is resolved in accordance with our Conflict of Interest Policy (see annexe C)
- To protect the integrity of assessments, all staff involved in the determination of teacher-assessed grades will declare any conflict of interest, such as familial relationships with students, for further consideration
- The Exams Office routinely collects any conflict of interest information each academic year ahead of the summer exam series. The information relevant to this year will be passed on to Senior Leaders so that, where necessary, procedures can be put in place to avoid bias in the grading process
- Senior leaders will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents. This will be fully documented and available as a part of the external quality assurance process
- We will carefully consider the need to separate duties and personnel to ensure fairness in later processes and appeals

---

### **Private Candidates and Independent Learners**

- The Corsham school has declined to accept private candidates in the Summer 2021 assessment season due to the potential extra marking burden this would place on teaching staff
- A small number of internal students have studied extra-curricular subjects independently for completion this summer. Where possible, CTLs of the relevant subjects will ensure that they are graded fairly and accurately with a corresponding portfolio of evidence in support, in accordance with JCQ guidance

### **External Quality Assurance**

This section outlines the arrangements we have 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.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the Joint Council for Qualifications Guidance
- All necessary records of decision-making in relation to determining will be made available for review if 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
- Teaching staff and the exams office have been made aware that they must 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
- The submission of students' work for external quality assurance will be collated and overseen by the Exams Office
- 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

## **Results**

This section details our approach to the issue of results to students and the provision of advice and guidance.

- The dates for publication of results are being brought forward for Summer 2021
- Students will receive electronic A-level results on Tuesday 10 August and GCSE students will receive electronic results on Thursday 12 August
- Results statements will be emailed to students' school email addresses via School-Comms as soon as possible on the morning of the relevant results day
- Arrangements will be made to ensure the necessary teaching staff, exams office and support staff are all available 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 for Summer 2021
- Exams office 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
- All students and parents/carers will be made aware of the specific arrangements for results days during the summer term

## **Appeals**

The Centre's approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- There is a two-stage appeals process issued by JCQ in relation to the Summer 2021 series intended as a safety-net to resolve any errors not identified during earlier parts of the awarding process
- The appeals process relies on excellent record-keeping through the assessment process. With this in mind, teaching staff will document the sources of evidence used for determining grades. They will also document any exceptional circumstances for individual students, including access arrangements and special consideration. They will maintain all records as documented in this policy and ensure that evidence is stored securely and can be retrieved promptly if needed for a centre review or appeal
- If requested and in order to assist students on a potential appeal decision, the following will be provided to the student: this centre policy, all sources of grading evidence used and details of any special circumstances that have been taken into account

### **Stage 1 – Centre Review**

- All requests for a Centre Review should be directed to the exams officer in the first instance who will maintain a record of the review process. The relevant CTL will then be requested to carry out a full review to see if there has been an error at any stage in the grading process. At this point, if a grade change is deemed necessary, the exams officer will advise the exam board accordingly. The outcome of any such review will be communicated to the student by the exams office

### **Stage 2 – Awarding Organisation Appeal**

- If a student thinks that a grading error has still not been resolved following Stage 1 (above) he/she can then request the centre make a Stage 2 - Awarding Organisation Appeal. The exams officer will then formally make this appeal request with the exam board and provide them with any necessary documentation, as may be requested, in order for them to arrive at a Stage 2 appeal decision. The outcome of this stage 2 appeal will be communicated to the student by the exam board
- Learners and their parents/carers will be kept informed of the necessary stages of appeal by the exams officer
- The exams officer will obtain the written consent of students and their parents/carers for the initiation of appeals and will record their understanding that grades may go down as well as up on appeal
- The Exams Office will oversee and log all appeals, as well as monitor their progress and record outcomes appropriately

### Key Dates

This section details the overall timeline for our summer 2021 teacher-assessed grading process.

- **Wednesday 31<sup>st</sup> March** - CTL's to publish their grading plan on the 'Subject Grade Information Sheet – Summer Series 2021' and their information regarding the conduct of 'Chance to Shine' opportunities and how they intend to assemble the evidence for their subject. Mr Chapman to collate this information and make it available to all staff, students and parents/carers by this date
- **April and May** - All 'Chance to Shine' opportunities to be conducted in this period, alongside any other assessments that will form evidence. Teachers will also collate the portfolio of evidence for each of their students at this time
- **Thursday 20<sup>th</sup> May** - Deadline for provisional teacher-assessed grades to be recorded for all students in the school's management information system, SIMs
- **Thursday 10<sup>th</sup> June** – Deadline for final, internally standardised, teacher-assessed grades to be recorded for all students in SIMs
- **Friday 18<sup>th</sup> June** – Deadline for submission of all teacher-assessed grades to the exam boards via their extranet sites by the exams office staff
- **Tuesday 10<sup>th</sup> August** – Publication of AS and A-Level results, as well as BTEC and Cambridge Technicals results
- **Thursday 12<sup>th</sup> August** - Publication of GCSE results, as well as RSL Music, NCFE vCerts and Cambridge Nationals results
- **Post 10<sup>th</sup> August** – Appeals process begins

### **Relevant links**

- JCQ Guidance:  
<https://www.jcq.org.uk/wp-content/uploads/2021/04/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>
- A-Level Grade Descriptors:  
<https://www.jcq.org.uk/wp-content/uploads/2021/04/Summer-2021-Grade-Descriptors-A-AS-Levels.pdf>
- GCSE Grade Descriptors:  
<https://www.jcq.org.uk/wp-content/uploads/2021/04/Summer-2021-Grade-Descriptors-GCSE.pdf>
- Private Candidate Guidance:  
[https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ\\_Interim-Guidance-for-Private-Candidate-Centres.pdf](https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ_Interim-Guidance-for-Private-Candidate-Centres.pdf) (this information is also relevant for independent learners of additional subjects)
- JCQ Special Consideration Guidance:  
[https://www.jcq.org.uk/wp-content/uploads/2020/09/Guide to spec con process 2021 FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2020/09/Guide_to_spec_con_process_2021_FINAL.pdf)
- Ofqual Head of Centre, Heads of Department and Teachers Guidance:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972387/6768-4\\_Information\\_for\\_heads\\_of\\_centre\\_heads\\_of\\_department\\_and\\_teachers\\_on\\_the\\_submission\\_of\\_teacher\\_assessed\\_grades-summer\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972387/6768-4_Information_for_heads_of_centre_heads_of_department_and_teachers_on_the_submission_of_teacher_assessed_grades-summer_2021.pdf)

---

**Annexe A**

**Summer Grading Procedure 2021**

**Principles**

Subject Leads have indicated that their KS4 and KS5 courses are now just about complete, so our focus now switches to grading.

Y13 and Y11 students at Corsham have worked hard during their 2-year courses and teachers already have a view. Backed up with much evidence, of the grade each student is working at. Considering the national cancellation of public exams in the summer of 2021, we are not aiming to recreate our own mini exam series. Our bubble and zone arrangements make it impossible to conduct hall-based exams, so we are looking to give students the chance to boost their grades by providing opportunities to shine in normal classroom tasks and activities that would usually be undertaken by Yrs 11 and 13 as they complete their courses.

Through this grading procedure we aim to be:

- Fair and consistent
- Clear and transparent
- Mindful of student well-being and mental health
- Giving opportunities to all students to improve their evidenced grade through “Chance to Shine”
- Awarding grades based on the level a student is working at now, judged on a range of evidence in portfolios that can be objectively checked
- Awarding grades that reflect the best that a student has achieved within the collection of evidence
- Objective through using processes whereby marks are checked by other professionals before validation
- Sharing the contents of an individual’s portfolio of evidence with the individual concerned, whilst not divulging any grades to students in advance of results days
- Mindful that students may be forced to miss any given “Chance to Shine” through no fault of their own, therefore ensuring opportunities to access these chances remotely if needs be

**Subject Leaders**

Subject Leaders will publish a guide (to MC by Wednesday March 31) for putting these principles into practice for students and parents, guides that will be shared and readily available on the school website. The format for these guides will be consistent and provided by MC.

---

Subject Leaders will also ensure that their teams compile a portfolio/folder of all appropriate grading evidence per child. In addition, Subject Leads will confirm all portfolio evidence (including “chance to shine” activity) has been carefully moderated through blind marking by colleagues, sampling and grade boundary checking.

“Chances to Shine” will give all students taking a particular subject equal access to improve their grade.

Subject Leaders will also ensure portfolios of evidence are shared with students without indicating any grade as these must be secure until results days. The portfolios must be kept securely in school following JCQ and Exam Board rules (at least 6 months –see separate Exam Board notice).

They will also ensure that a **provisional grade has been put into Sims by Thursday May 20<sup>th</sup>** for all y11 and 13 students. (Y11 mark sheets, 2020 11 subject mlr collection 3, Y13 mark sheets 2020 13 subject mlr collection 3).

The Head must sign off these grades and the processes used to derive them, it is important that they are checked carefully, then feedback given to Subject Leaders where appropriate. They must be broadly consistent with past performance, so they will be compared, in value added terms, with 2019, the last national exam set and 2020, last year’s centre assessed grades. Any large variations from these reference points will be checked very carefully.

The final deadline for the **validated centre assessed grade 2021 will be Thursday June 10<sup>th</sup>** following both feedback and full moderation. New Sims mark sheets will be issued for this purpose.

### **Chance to Shine**

As stated earlier, students will be given opportunities to boost their grade called “chance to shine”. These may take the form of essays, sections of past papers/optional tests, NEAs, any task that can readily provide good evidence of a grade outcome. They will be considered normal classroom activity, as opposed to “special tests” or exams. They must be available remotely either for those who may need to isolate or for bubble down situations. MC will ask Subject Leads for proposed dates of when subjects will be undertaking these for two main reasons:

- 1) To publish centrally for parents and students alike,
- 2) For audit purposes to ensure that students do not have too many more formal style tasks on any given day as this may cause undue stress

LG reserve the right to come back to Subject Leads to move the timing of certain tasks to ensure manageability from a students’ perspective.

Where “Chance to Shine” is used there are some key guidelines to ensure fairness.

- 
- Give at least 1 weeks' notice to students and parents of a "Chance to Shine" task (class charts/teams)
  - Conduct meaningful revision activities in the week or more run up to the task. This can be refocusing on subject content, doing walking talking mocks, or a similar practice activity
  - Given the above, the maximum number of "chance to shine" activities undertaken is likely to be 3 per subject/exam course.
  - As per DFE rules, students are not told grades, they can be given constructive feedback or marks or "on target" indicators, but no grades
  - If "Chance to Shine" is an NEA, continue as normal completing the specific coursework

It is recommended that these activities are not "timed" like exams, if an activity is likely to last more than an hour, then it is simply a question of continuing the following lesson. It will not be possible to take curriculum time from other exam courses to complete "Chance to Shine" tasks or NEAs (with one or two NEA exceptions based on the nature of the task)

### **Access Arrangements/Special Consideration**

Where a subject really has to time tasks, then extra time must be given to those with access arrangements. The only practical way of doing this is to ensure that no more than 45/50 minutes task time in a lesson is used for the task so those with access arrangements can demonstrably have more time than their peers.

Other access arrangements such as use of a laptop or reader pen are also in place, so the teacher needs to order these from SW in Learning Support in advance of the "chance to shine" task

The Exam Office will advise concerning the very small number of students with Special Consideration. The maximum leeway given by exam boards is an extra 5% at the very most, so this will need to be factored in marking and all portfolio evidence for those with Special Consideration

### **Moderation**

As stated above, there is an expectation that Subject Leaders organise professional, high standard moderation. Blind marking is recommended where possible (covering name of student, passing the work to a colleague who does not currently teach the student to mark using a shared mark scheme and thus eliminate any student-based bias that may creep in. Likewise, it is good practice to rank order a selection of work and then focus collectively on pieces of work that lie on grade boundaries to gain a shared understanding of the extremities of each grade. Where a colleague is the sole teacher of a subject, then LG will advise concerning moderation. Subject Leaders will need to maintain a record of moderation (when, method, process sign off) for audit purposes

### **Weighting of evidence**

Some schools are weighting evidence portfolios to give more credit to past mock exam performance for example. In our particular case, this is not appropriate. Y13 have conducted "Kitchen Table" mocks in Y12 and in class assessments this year, Y11 have done in class assessments during the mock exam period.

---

Neither of these would have sufficiently hall-based controlled conditions as to make the assessment any more valid or “exam like”. There is an argument that the centre assessed grade reflects the student’s performance now, therefore weighting towards more recent evidence is appropriate, but as the range of recent activity will be very broad, percentage setting is not appropriate. All of the assessments used are or will soon be in the public domain so issues surrounding security of papers should not really come into it.

The tasks are informal, therefore on balance, we will rely on the professional judgement of our staff through moderation of a portfolio rather than weighting certain elements of a given portfolio. This will be fairer, particularly knowing that our staff demonstrably mark exam performance very accurately and Subject Leaders will sign off the moderation process

### **Results days**

These will be August 10<sup>th</sup> (Y13) and 12<sup>th</sup> (Y11).

There is a 2-stage process where appeals concerning administration of outcomes go to the school and appeals concerning results go to Exam Boards, therefore the retention of all portfolio grading evidence is essential.

---

**Annexe B**

**The Corsham School Assessment and Examinations Malpractice Policy  
Part of  
The Examinations Policy**

**Aim:**

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.  
To standardise procedure and accurately record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of the school and the delivery of external qualifications.

In order to do this, the school will:

- Seek to avoid potential malpractice by informing learners of the JCQ/other exam board equivalent guidelines on malpractice, what constitutes malpractice and the penalties for attempted and actual incidents of malpractice during written exams and when undertaking NEA/coursework/controlled assessment unit work.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own in accordance with JCQ/other exam board regulations.
- Ask learners to provide evidence where appropriate that they have interpreted and synthesised information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of any malpractice allegation. Such an investigation will be supported by the Head of Centre and/or Deputy Headteacher, together with the relevant Subject Leader / Curriculum Team Leader and all other personnel linked to the allegation. It will proceed through the following stages:
  - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
  - give the individual the opportunity to respond to the allegations made.
  - inform the individual of the avenues for appealing against any judgment made.
  - document all stages of any investigation.

**Annexe C**

**Conflict of Interest Policy**

<b>Approved by:</b>	Mr M Chapman – Deputy Headteacher	<b>Date:</b> April 2021
<b>Last reviewed on:</b>	April 2021	
<b>Next review due by:</b>	April 2022	

**Introduction**

**1.1** The Corsham Academy is required to have in place a Conflict of Interest Policy that enables us to identify, manage and mitigate any potential conflicts of interest. All staff and other individuals have a responsibility to be aware of the potential for a conflict of interest.

**2. Purpose**

**2.1** The purpose of this policy is to protect our integrity as a business and the integrity of our qualifications. The policy is also designed to protect our staff by providing guidance on handling possible conflicts of interest that may arise as a result of the Academy’s role in delivering courses.

This policy:

- defines what is meant by conflict of interest
- describes the role of conflict of interest in the context of working with, or for, an awarding organisation
- sets out the responsibilities for managing conflict of interest at each level in the organisation

**3. Scope of Policy**

**3.1** This policy applies to all staff and other individuals who interact or potentially interact with the work of the awarding organisation. This includes individuals involved with any aspects of the creation, marketing, sales, distribution, marking or any other activity connected with qualifications, tests and assessments, and supporting resources and services.

**3.2** The individuals falling within the scope of this policy include all staff employed by the Academy on a full time, part time or casual basis.

---

#### **4. Definition of Conflict of Interest**

**4.1** A conflict of interest is a situation in which an individual, or organisation, has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions if it is not properly managed.

**4.2** Conflicts of interest can arise in a variety of circumstances for example:

- When an individual has a position of authority in one organisation that conflicts with his or her interests in another organisation
- When an individual has interests that conflict with his or her professional position
- Where someone works for or carries out work on The Academy's behalf but may have personal interests – paid or unpaid – in another business
- Where someone works for or carries out work on The Academy's behalf, who has friends or relatives taking assessments or examinations

**4.3** The Joint Council for Qualifications (JCQ) has the following, specific requirements regarding potential conflicts of interest relating to examinations and other formal types of assessment (taken from the JCQ's *General Regulations for Approved Centres, 1 Sept. 2020 to 31 August 2021*):

*5.3 It is the responsibility of the head of centre to ensure that his/her centre:*

*i) manages conflicts of interest by **informing the awarding bodies, before the published deadline for entries**, of:*

- *any members of centre staff who are taking qualifications at their own centre which include internally assessed components/units;*
- *any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units; and*

*maintains clear records of all instances where:*

- *exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres;*
- *centre staff are taking qualifications at their centre which do not include internally assessed components/units;*
- *centre staff are taking qualifications at other centres.*

*The head of centre must ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. The records may be*

---

*inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records must be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.*

*Heads of centre should note that entering members of centre staff for qualifications at their own centre must be as a last resort in cases where the member of centre staff is unable to find another centre.*

*The head of centre is responsible for ensuring that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials.*

*The head of centre must ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment.*

## **5. Principles**

The Academy will:

- Review its processes annually to ensure that all conflicts of interest or potential conflicts of interest are managed and resolved.
- Ensure that the contractual arrangements clearly set out any obligations on them to declare and manage conflicts of interest arising from other activities that they undertake.
- Ensure that anyone who has access to confidential assessment material for a qualification understands the confidential nature of the content.
- Ensure that all members of staff declare any interest for friends or family sitting examinations.
- Keep clear records on, and report to the relevant exam board (in advance of the applicable entry deadline), any relevant conflicts of interest, and the steps taken to mitigate them, in accordance with JCQ Guidance 5.3.i (*above*)

## **6. Responsibilities**

**6.1** The Governing Body have the ultimate responsibility for the Conflict of Interest policy, dissemination of the policy and management of potential and actual conflicts of interest rests with the Governing body.

**6.2** Leaders in each department are responsible for communicating the Conflict of Interest Policy to all relevant individuals within their areas of responsibility annually.

---

**6.3** All departments are required to review their procedures annually to ensure that they anticipate and manage potential or actual conflicts of interest.

**6.4** Line managers are responsible for ensuring that all new staff receive conflict of interest information.

**6.5** Any potential or actual conflict of interest must be documented by the subject leader. The LG line-manager must either resolve the issue or, for issues that cannot be resolved at this level, report the issue to the Head Teacher and Governors.

**6.6** The Exams Office will ensure that all JCQ requirements are adhered to and will maintain appropriate records accordingly.

**All staff:**

**6.7** Individuals within The Corsham Academy have responsibility for ensuring that they are familiar with this Conflict of Interest Policy, any guidelines and complete and required conflict of interest training.

**6.8** All individuals will be required annually to read and understand this Conflict of Interest Policy.

**6.9** The most important feature of the policy is the requirement that an individual disclose any activity that might give rise to a potential conflict of interest. If there is any doubt whether or not it represents a conflict of interest it should be reported.

**6.10** The individual and line manager are equally responsible for ensuring that the issue is documented carefully.

**6.11** An individual may wish to raise concerns relating to conflict of interest directly with the LG line-manager. This may be done in confidence and they are entitled to receive a response to their concerns.

**6.12** Any staff member considering paid or unpaid work outside of The Academy should inform their manager if they think there is any potential for a conflict of interest. If the staff member is unsure whether a conflict of interest might arise, they should discuss this with their line manager first. The line manager should contact the Head Teacher if they need advice on whether a situation presents a conflict and a record should be kept of the discussion. A staff member must not take on any such activities that could be deemed to compete or conflict with The Corsham Academy's activities.

**6.13** Prior to each examination series, all staff and other individuals must inform the Head Teacher and the exams office of any candidates being entered for its examinations at the school and also at any other examination centre who are family members, other relatives or friends.

**6.14** The Head Teacher is responsible for escalating reports of actual or potential conflicts of interest to an appropriate level within the business and, when necessary, to the Governors.

**6.15** The Head Teacher will begin an investigation of any issues identified within 48 hours. A preliminary report will be made available to the Governors within 5 working days.

---

**The Corsham School – Summer 2021**  
**Authentication Form for Unsupervised Work**

**Student Name:** .....

**Subject & Level:** .....

*(e.g. English Language, GCSE)*

**Title of Work Completed without Supervision:**

.....  
.....  
.....

**NOTICE TO CANDIDATE**

In order for unsupervised work that you complete to be assessed and serve as evidence towards your overall qualification result, you must sign below to confirm that this work is entirely your own and was produced without any outside assistance.

**Student Declaration:**

I have read and understood the **Notice to Candidate** (above). I have produced this work without any help from other people (apart from that which I have declared in the work itself). The work is entirely my own:

**Student Signature:** .....

**Date:** .....

**Teacher Declaration:**

I have authenticated this student's work and am satisfied that the work produced is solely that of the student:

**Teacher Signature:** .....

**Date:** .....