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Centre Policy for determining teacher assessed grades – summer 2021:  
St Matthew's RC High School

Statement of intent

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

| Statement of Intent  |
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| <p>This section provides details of the purpose of this document, as appropriate to our centre:</p> <p><i>The purpose of this policy is:</i></p> <ul style="list-style-type: none"><li><i>To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.</i></li><li><i>To ensure the operation of effective processes with clear guidelines and support for staff.</i></li><li><i>To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</i></li><li><i>To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.</i></li><li><i>To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.</i></li><li><i>To support a high standard of internal quality assurance in the allocation of teacher assessed grades.</i></li><li><i>To support our centre in meeting its obligations in relation to equality legislation.</i></li><li><i>To ensure our centre meets all requirements set out by the Department for Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.</i></li><li><i>To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.</i></li></ul> |



## 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**

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

#### **Head of Centre**

*Our Head of Centre, Mrs H Murden, will be responsible for:*

- *approving our policy for determining teacher assessed grades.*
- *overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *confirming 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.*
- *ensuring a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

#### **Senior Leadership Team and Heads of Department**

*Our Senior Leadership Team and Heads of Departments will:*

- *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 Head of Department Checklist is completed for each qualification that they are submitting.

### **Teachers/ Specialist Teachers / SENCo**

*Our teachers, specialist teachers and SENCo will:*

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this 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.
- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- 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.

### **Data Officer**

*Our Data Officer will:*

- offer support to teaching staff regarding access to all necessary data
- make use of historic data from 2017-2019 to ensure that our teacher assessed grades in 2021 are neither easier nor more difficult to achieve this year than in a typical year



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## 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**

This section provides details of the approach our centre will take to *training, support and guidance in determining teacher assessed grades this year*

- *Teachers involved in determining grades in our centre will attend any centre-based training and also be provided with extensive support materials to help achieve 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**

This section provides details of our approach to *training, support and guidance for newly qualified teachers and teachers less familiar with assessment*

- *We will provide extensive support from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*



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## 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. Where this is not possible due to work having already been returned to students, a note of this will be made and a copy of the assessment will be made available for quality assurance purposes.*
- *The evidence portfolio for each subject area will consist of some or all of the following methods of assessment:*
  - *student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.*
  - *non-exam assessment 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 awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
  - *substantial class or homework (including work that took place during remote learning).*
  - *internal tests taken by pupils.*
  - *mock exams taken over the course of study.*
  - *records of a student's capability and performance over the course of study in performance-based subjects.*

*We provide further detail in the following areas:*

#### *Additional Assessment Materials*

- *We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*



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- *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 hasn't 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 level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will provide training to staff to be able to identify any significant variation in individual student performance based on the level of control under which an assessment was completed.*
- *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 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.*



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## 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.*
- *Heads of Department will produce an Assessment Record for their subject cohort and any necessary variations for individual students will be highlighted.*

## 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**

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

- *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.*
- *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*



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- *Marking of evidence*
  - *Reaching a holistic grading decision*
  - *Applying the use of grading support and documentation*
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- *We will conduct internal standardisation across all grades.*
  - *All teachers have been made aware that their proposed grades could be subject to change following internal and external quality assurance by both the school and the examination boards*
  - *We will ensure that the Assessment Record 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).*
  - *For a significant number of subjects we will arrange for moderation of assessment marking and grading via a National Teaching School (St Patrick's RC High School, Eccles, Manchester).*
  - *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 from either within the centre or another 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.*



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## 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 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, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

*This section gives details of the approach our centre will follow if our initial 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. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will bring together other data sources (eg national averages, cohort profiles) 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.

## 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)**

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the portfolio of evidence and alternative evidence obtained or we will take account of this when making judgements.*
- *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.*



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- *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)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

## Objectivity

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

### Objectivity

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



*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 Heads of Departments maintain records that show how the teacher assessed grades process operated.*
- *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).*



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## 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, which will include some or all of the following will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *Exam- level invigilation for all PPEs and equivalent*
- *Any assessment work produced at home, candidates to complete a declaration form*
- *Remote invigilation of assessed work at home during lockdown*
- *All in school assessment completed under examination conditions in school*
- *Staff trained to identify any significant variation in candidate performance*
- *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. Links below:*

<https://www.aqa.org.uk/exams-administration/exams/malpractice>

<https://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html>

<https://www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/>

[https://www.edugas.co.uk/home/administration/centre-information/#tab\\_2](https://www.edugas.co.uk/home/administration/centre-information/#tab_2)



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## 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/carers.*

### *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 enter students who were not originally intending to certificate a grade in the Summer 2021 series;
  - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
  - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

### *Conflicts of Interest*

This section 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](#).*



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- *We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*



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## 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

*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 **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide 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



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

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



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## 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

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

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Learners will be 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 6<sup>th</sup> form college 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.*



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## Appendix A: Protocol for Appeals GCSE results August 2021

1. If you are unhappy or concerned with the grade you have received in one or more of your subjects, then please complete the initial Grade Query Contact Form available in Edulink. We will review this then you will be contacted by a member of staff, this could be our exams officer, a senior member of staff or the Head of Department for the subject concerned. We will provide you with some initial further information about how your grade was calculated which may answer your query. Our deadline for responding to all initial grade queries will be **Friday 3<sup>rd</sup> September 2021**. The initial grade query is simply a request for further information and does not risk your grade being lowered.
2. If this does not answer your query then you have the option to submit a formal request for a review of your grade. The review process has two stages outlined below, but please note carefully that any request for a Stage One or Stage Two Review will have three possible outcomes:
  - Your grade is raised
  - Your grade stays the same
  - Your grade is lowered

### **Stage One (Centre Review)**

This review will be conducted by the school to check that:

- The school has followed procedures properly and consistently to arrive at the grade awarded
- The school has not made an administrative error in relation to the result (for example, we will check that the grade submitted to the exam board's website was the grade that your teachers recommended that you should be awarded).

To request a Stage One review the **Stage One Centre Review Request Form** must be completed, signed by the student and returned to school by **Monday 6<sup>th</sup> September 2021**.

We will complete our centre review and will communicate the outcome of this to you via email by **Friday 10<sup>th</sup> September 2021**

### **Stage Two (appeal to the examination board)**

If the above does not answer your query, then any candidate who considers that there has been an error or that their grade reflects an unreasonable exercise of academic judgment (either because of the way that the grade has been determined and/or the selection of the evidence)

may submit a request for an awarding organisation appeal after they have received the outcome of Stage One (centre review).

To request a Stage Two review the **Stage Two Review Request Form** must be completed in full, signed by the student and returned to the school by **Wednesday 15<sup>th</sup> September 2021**. The school will then submit this to the examination board who will complete the review and communicate their response back to the school within 45 calendar days. School will then communicate the examination board's response in writing.

Please note candidates cannot appeal directly to the examination board, all appeals must be directed via the school, and a Stage One Centre Review must be completed before a Stage Two Review can be requested.

Named contact

Our main contact for all queries regarding examination results is our examinations officer, Mrs Helen Howell, [h.howell@smrchs.com](mailto:h.howell@smrchs.com)



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## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – English Language**

#### **A) In class assessment – April 2021**

##### **2019 examination series - AQA (content checked to reflect course content covered)**

1. Section A – Paper 1
2. Section B – Paper 1

#### **B) In-class assessment – April/May 2021**

##### **2019 examination series - AQA (content checked to reflect course content covered)**

1. Section A – Paper 2
2. Section B – Paper 2

#### **c) PPE January 2021 Paper 1 November 2020 AQA (content checked to reflect course content covered)**

1. Full Paper 1 completed

#### **C) PPE March 2021 (content checked to reflect course content covered)**

1. Full Paper 2 completed

**N.B.** The writing papers from 2019 and 2019 will be submitted as evidence for the majority of students. Where students do not have this data, their results for the missing section will be used from the January and March PPEs

Therefore, a total of 4 pieces of evidence will be submitted for each pupil.

**All papers carry an equal weighting.**

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – English Literature**

**A) PPE March 2020 2021 sample Paper 1- AQA (content checked to reflect course content covered)**

1. Section A – Macbeth 30 marks, 4 marks AO4
2. Section B – Unseen Poetry 24 marks, 8 marks comparison

**B) In-class assessment – April 2021 AQA (content checked to reflect content covered)**

1. An Inspector Calls 30 marks, 4 marks AO4

**C) In class assessment – April 2021 AQA (content checked to reflect content covered)**

1. Unseen Poetry – both elements of the question. 24 marks and 8 marks

**D) D) In class assessment – May 2021 AQA AQA (content checked to reflect content covered)**

1. An Inspector Calls 30 marks, 4 marks AO4

A total of 5 assessment questions will be submitted for each pupil.

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – Maths**

#### **A) PPE – March 2021**

#### **2019 examination series - Edexcel (content checked to reflect course content covered)**

1. Paper 1 Online MathsWatch – Foundation or Higher ( Low)
2. Paper 3 Online MathsWatch – Foundation or Higher ( Low)

#### **B) In-class assessment – April 2021**

#### **2020 Nov examination series – Edexcel (content checked to reflect course content covered)**

3. Paper 1 – Foundation or Higher ( High)
4. Paper 2 – Foundation or Higher ( High)
5. Paper 3 – Foundation or Higher ( High)

#### **C) In-class assessment – May 2021**

#### **Secure Mock 3 examination series – Edexcel (content checked to reflect course content covered)**

6. Paper 1 – Foundation or Higher (High)
7. Paper 2 – Foundation or Higher (High)
8. Paper 3 – Foundation or Higher (High)

#### **D) Hegarty Homework September 2020 to May 2021**

9. Hegarty Maths Foundation/Crossover and Higher skills (recorded the total number of questions answered correctly)

**N.B.** The PPE March and both In-class assessments as well as Hegarty Questions will be submitted as evidence for every pupil.

**All papers carry an equal weighting.**

# Science Department TAG's Assessment Portfolio Summary

## **Subject: Biology**

November 2018 Examination Series, March 2019 Examination Series, April 2020 Examination Series

- A) PPE's November / March / April  
Paper 2 content November – Foundation or Higher  
Paper 1 content March – Foundation or Higher  
Paper 1 resits April – Foundation or Higher
- B) In class topic tests from September 2020 to May 2021  
Past paper questions taken from Exampro – Foundation or Higher
- C) Educake Homework Summary data  
from September 2020 – End of April 2021

**N.B.** The best PPE Score for Paper 1 and Paper 2 will be submitted as evidence for each candidate. The best four end of topic tests will be submitted as evidence along with their best six Educake assessment Scores.

## **Subject: Chemistry**

November 2018 Examination Series, March 2019 Examination Series, April 2020 Examination Series

- A) PPE's November / March / April  
Paper 2 content November – Foundation or Higher  
Paper 1 content March – Foundation or Higher  
Paper 1 resits April – Foundation or Higher
- B) In class topic tests from September 2020 to May 2021  
Past paper questions taken from Exampro – Foundation or Higher
- C) Educake Homework Summary data  
from September 2020 – End of April 2021

**N.B.** The best PPE Score for Paper 1 and Paper 2 will be submitted as evidence for each candidate. The best four end of topic tests will be submitted as evidence along with their best six Educake assessment Scores.

## **Subject: Physics**

November 2018 Examination Series, March 2019 Examination Series, April 2020 Examination Series

- A) PPE's November / March / April  
Paper 2 content November – Foundation or Higher  
Paper 1 content March – Foundation or Higher  
Paper 1 resits April – Foundation or Higher
  
- B) In class topic tests from September 2020 to May 2021  
Past paper questions taken from Exampro – Foundation or Higher
  
- C) Educake Homework Summary data  
from September 2020 – End of April 2021

**N.B.** The best PPE Score for Paper 1 and Paper 2 will be submitted as evidence for each candidate. The best four end of topic tests will be submitted as evidence along with their best six Educake assessment Scores.

## **Subject: Combined Science**

November 2018 Examination Series, March 2019 Examination Series, April 2020 Examination Series

- A) PPE's November / March / April  
Paper 2 content November – Foundation or Higher  
Paper 1 content March – Foundation or Higher  
Paper 1 resits April – Foundation or Higher
  
- B) In class topic tests from September 2020 to May 2021  
Past paper questions taken from Exampro – Foundation or Higher
  
- C) Educake Homework Summary data  
from September 2020 – End of April 2021

**N.B.** The best PPE Scores for Biology, Chemistry and Physics will be submitted as evidence for each candidate. The best six end of topic tests (2 x Bio, Chem and Physics) will be submitted as evidence along with their best twelve Educake assessment Scores.

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – R.E.**

**Assessment 1:** Marriage and Family and Living the Catholic Life (25%)

**Assessment 2:** Catholic Christianity PPE (50%)

**Assessment 3:** Crime and Punishment and Catholic Christianity (25%)

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – History**

1. Norman Assessment. (In class) December 2020

Pupils answered 4 past exam questions on topics they had covered up to that point on the Normans.

40 marks

2. PPE 1– April 2021  
Normans 2020 Paper 40 marks
3. PPE 2 - April 2021 America 2020 Paper 40 marks
4. In class assessment May 2021 Conflict and Tension paper 40 marks
5. In class assessment May 2021 America 2019 Paper 40 marks

**Therefore, a total of 5 pieces of evidence will be submitted for each pupil.**

**All papers carry an equal weighting of 40 marks each adding to a total of 200 marks.**

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – GEOGRAPHY**

#### **A) PPE – March 2021**

##### **2020 examination series - AQA (content checked to reflect course content covered)**

- Paper 1 Full Exam (Q1: Natural Hazards, Q2: Living World, Q3: Coasts, Q4: Rivers) 88 marks
- Paper 2 Partial Exam (Q1: Urban Issues, Q2: Changing Economic World) 63 marks
  - Total marks for Evidence 1= 151 marks

#### **In-class assessment – May 2021**

##### **2019 examination series - AQA (content checked to reflect course content covered)**

- Paper 2 Full Exam (Q1: Urban Issues, Q2: Changing Economic World, Q3: Resource Management, Q5: Water) 88 marks

#### **In-class assessment – May 2021**

##### **2019 examination series - AQA (content checked to reflect course content covered)**

- Paper 1 Full Exam (Q1: Natural Hazards, Q2: Living World, Q3: Coasts, Q4: Rivers) 88 marks

Therefore, a total of 4 pieces of evidence will be submitted for each pupil.

**All papers carry an equal weighting.**

**Total Score: /327**

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – FRENCH**

#### **PPE – March 2021**

#### **2018 examination series - AQA (content checked to reflect course content covered)**

1. Listening examination – Foundation or Higher
2. Reading examination – Foundation or Higher
1. Writing examination – Foundation or Higher (2018 SPECIMEN PAPER)

#### **In-class assessment – April/May 2021**

#### **2019 examination series - AQA (content checked to reflect course content covered)**

2. Listening examination – Foundation or Higher
3. Reading examination – Foundation or Higher
4. Writing examination – Foundation or Higher (F 2018 SPECIMEN 2/H 2020 PAPER)

#### **In-class assessment – May 2021**

#### **2020 examination series - AQA (content checked to reflect course content covered)**

5. Listening examination – Foundation or Higher
6. Reading examination – Foundation or Higher

**N.B.** The writing papers from 2018 and 2019 will be submitted as evidence for every pupil. The best 2 out of 3 listening and reading papers from either 2018, 2019 or 2020 will be submitted as evidence.

Therefore, a total of 6 pieces of evidence will be submitted for each pupil.

**All papers carry an equal weighting.**

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – GERMAN**

#### **PPE – March 2021**

#### **2018 examination series - AQA (content checked to reflect course content covered)**

- Listening examination – Foundation or Higher
- Reading examination – Foundation or Higher
- Writing examination – Foundation or Higher

#### **In-class assessment – April/May 2021**

#### **2019 examination series - AQA (content checked to reflect course content covered)**

- Listening examination – Foundation or Higher
- Reading examination – Foundation or Higher
- Writing examination – Foundation or Higher

#### **In-class assessment – May 2021**

#### **2020 examination series - AQA (content checked to reflect course content covered)**

- Listening examination – Foundation or Higher
- Reading examination – Foundation or Higher

**N.B.** The writing papers from 2018 and 2019 will be submitted as evidence for every pupil. The best 2 out of 3 listening and reading papers from either 2018, 2019 or 2020 will be submitted as evidence.

Therefore, a total of 6 pieces of evidence will be submitted for each pupil.

**All papers carry an equal weighting.**

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – SPANISH**

#### **A) PPE – March 2018**

##### **2018 examination series - AQA**

- Listening examination – Higher
- Reading examination – Higher
- Writing examination – Higher

#### **B) In-class assessment – April/May 2021**

##### **2019 examination series - AQA**

- Listening examination – Higher
- Reading examination – Higher
- Writing examination – Higher

Therefore, a total of 6 pieces of evidence will be submitted for each pupil.

**All papers carry an equal weighting.**

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – CN Sports Studies**

#### **A) Contemporary issues in sport**

PPE – March 2021

May 19 examination series - OCR (content checked to reflect course content covered)

#### **B) Developing sports skills unit**

1. LO1 Practical assessment in a team sport
2. LO2 Practical Assessment in an individual sport
3. LO3 Practical ability at officiating
4. LO4 Practical performance review

#### **C) Sports Leadership unit**

1. LO1 Personal qualities, styles, roles and responsibilities
2. LO2 Sports activity plan
3. LO2 Risk assessment

Therefore, a total of 8 pieces of evidence will be submitted for each pupil. Each piece has a specific value determined by the specification.

## Assessment portfolio summary for Teacher Assessed Grades – Summer 2021

### Subject – Art & Technology (BTec Media/Resistant Materials/Textiles/Hospitality & Catering)

|                          |   |                                 |   |   |
|--------------------------|---|---------------------------------|---|---|
| Media                    | Unit 2 grade  | Unit 1 Learning Aim A           | Unit 1 Learning Aim B                           | Unit 3 Outcome  |
|                          | 30% final grade   | 15% final grade                 | 15% final grade                                 | 40% final grade   |
|                          | Grade banked with exam board in 2020                                | Essay analysing 3 media sectors | Essay analysing chosen media sector             | Responding to brief 'Green for Teens' creating a leaflet in Photoshop |
|                          |   |                                 |   |   |
| Textiles                 | Assessment 1 Grade  | Assessment 2 Grade              | Assessment 3 Grade                              |   |
|                          | 30%   | 30%                             | 40%   |   |
|                          | Analysis of vocational scenario - Cultural Clothing                 | Design and development          | Development of final sampling and final product |   |
|                          |   |                                 |   |   |
| Art                      | Portfolio of work   |                                 |   |   |
|                          | 100% Coursework for final grade                                     |                                 |   |   |
|                          |   |                                 |   |   |
| Resistant Materials      | Unit 1 grade  | Unit 2 grade                    | Unit 3  |   |
|                          | 30%   | 30%                             | 40%   |   |
|                          | Research into brief 'out door living' inspired by modern architects | Design and development.         | Final product and sampling                      |   |
|                          |   |                                 |   |   |
| Hospitality and Catering | Unit 1 - Exam   | Unit 2 - controlled assessment  |   |   |
|                          | 40% of final grade  | 60% of final grade              |   |   |

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – BTEC Level 1 / 2 Tech Award Health and Social Care**

#### **A) Component 3 – Health and Wellbeing PPE – March 2021**

**January 2021 examination series - Pearson (content checked to reflect course content covered)**

1. Learning Aim A – Factors affecting health and wellbeing
2. Learning Aim B – Physiological indicators of health / Lifestyle indicators
3. Health and wellbeing improvement plans / obstacles to implementing plans
4. Grade boundaries used from Pearson produced grades calculator.

#### **B) Component 2 – Health and social care services and values Controlled assessment – April/May 2021**

5. Learning Aim A - Understand the different types of health and social care services and barriers to accessing them. Use of exam board controlled assessment, based on a chosen case study.
6. This work has been verified through the internal verification process and sampled externally through the standards verification process. Outcomes have been agreed internally and externally. ( see report included in the Qtag file )

#### **C) Component 2 – Health and social care services and values Controlled assessment – April/May 2021**

1. Learning aim B: Demonstrate care values and review own practice .Use of exam board controlled assessment, based on a chosen case study.
2. This work has been verified through the internal verification process and sampled externally through the standards verification process. Outcomes have been agreed internally and externally. ( see report included in the Qtag file )

#### **N.B. Weighting**

**Component 1** – Controlled Assessment CAG Summer yr10 – 30%

**Component 2** – Controlled Assessment 30% Internal and external moderation

**Component 3** – PPE 2hr written paper 40% Jan 21 paper

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – DRAMA**

#### **Component One – Devising Theatre (40%)**

- Performance
- Portfolio
- Evaluation

#### **Component Two – Performance from a text (20%)**

- Performance (monologue)

#### **Component Three – Interpreting Theatre (40%)**

- Section A – Set Text 'DNA' by Dennis Kelly
- Section B – Response to live Production (National Theatre Collection)

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – GCSE Music**

#### **Component 1 - Understanding Music**

What's assessed:

- Listening
- Contextual understanding

How it's assessed: Exam paper with listening exercises and written questions using excerpts of music.

Questions

- Section A: Listening – unfamiliar music (68 marks)
- Section B: Study pieces (28 marks)

The exam is 1 hour and 30 minutes.

(Grade boundaries from June 2019 examination used)

#### **Component 2 – Performing Music**

What's assessed: Music performance

How it's assessed:

A solo or ensemble performance with a minimum of 1 minute 30 seconds duration is required.

(Grade boundaries from June 2019 examination used)

#### **Component 3 – Composing Music**

What's assessed: Music Composition

How it's assessed:

A free composition (72 marks). A minimum of three minutes of music in total is required.

(Grade boundaries from June 2019 examination used)

#### **N.B. Weighting**

**Component 1** – Understanding Music exam – 40%

**Component 2** – Performing Music – 30%

**Component 3** – Composing Music – 30%

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – BTEC Music**

#### **Piece of work 1 - Unit 2: Learning aim A**

##### **Learning aim A: Plan, develop and deliver a music product**

- Learners are required to plan, develop and deliver a music product. Either a concert performance or an album product. Students have created an album product due to COVID restrictions.
- This work has been verified through the internal verification process and sampled externally through the standards verification process. Outcomes have been agreed internally and externally. ( see report included in the Qtag file )

#### **Piece of work 2 - Unit 2: Learning aim B**

##### **Learning aim B: Promote a music product**

- Learners must develop material to be included in a promotional pack for their chosen music product.
- This work has been verified through the internal verification process and sampled externally through the standards verification process. Outcomes have been agreed internally and externally. ( see report included in the Qtag file )

#### **Piece of work 3 - Unit 3: Learning aim C**

##### **Learning aim C – Evaluation**

- Learners should review work undertaken by themselves, their peers or others, including professional work where appropriate.

### **N.B. Weighting**

**Unit 1** – External exam 'The Music Industry' – 33.3% (July 2020)

**Unit 7** – Introducing Music Sequencing – 33.3%

**Unit 2** – Managing a Music Product – 33.3%

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – BTEC Enterprise**

**A) C1 – CAG Grades (Banked Summer 2020)**

**B) C2 – Component 2 Controlled Assessment (LAA/LAB)**

**BTEC Sample Moderated and Approved**

**C) C3 – Exam Board Generated Grades (Banked Summer 2020)**

## **Assessment portfolio summary for Teacher Assessed Grades – Summer 2021**

### **Subject – BTEC Digital IT**

**A) C1 – CAG Grades (Banked Summer 2020)**

**B) C2 – Component 2 Controlled Assessment (LAB/LAC)**

**BTEC Sample Moderated and Approved**

**C) C3 – Exam Board Generated Grades (Banked Summer 2020)**