

Oldbury Academy Centre Policy

GCSE Courses



Oldbury Academy Centre Policy

Statement of Intent

This centre policy outlines how Oldbury Academy will award Centre Assessed Grades to its year 11 pupils this summer. The booklet contains 13 sections;

1. Roles and Responsibilities
2. Training, support and guidance
3. Use of appropriate evidence and determining teacher assessed grades
4. Internal quality assurance
5. Comparison of teacher assessed grades to results for previous cohorts
6. Access arrangements and special considerations
7. Addressing disruption/differential lost learning
8. Objectivity
9. Recording decisions and retention of evidence of data
10. Authenticating evidence
11. Confidentiality, malpractice and conflicts of interest
12. External quality assurance
13. Appeals

Subject leaders and senior leaders have worked collaboratively to create a curriculum and assessment plan that gives pupils the best possible opportunities of success. We have used a very simple set of principles when designing our Year 11 timeline. The principles are:

- **We want to create opportunities for pupils to improve on their current performance.**
- **The assessment opportunities that have been created should be adequately prepared by their class teachers and preparations for any assessments should be rigorous.**

Pupils will already be having assessment arrangements communicated to them informally by their subject teachers but this overview should provide a clear overall picture for every pupil regarding when they will be sitting assessments in the coming weeks and months.

Subject leaders have adjusted their curriculum maps to ensure that preparations for assessments will precede any assessment and in most curriculum areas, revision checklists will be provided to support pupils in understanding what they will need to revise.

In the event of pupils having to self-isolate for any of the published assessments, procedures are in place to ensure that pupils are not disadvantaged and they are able to access the assessment.

Best Regards,

Mr D R Long,
Head of Centre.

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Roles and responsibilities

Roles and Responsibilities

Head of Centre

- *Our Head of Centre, Mr David Long, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the school Oldbury Academy as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Senior Leadership Team and Heads of Faculty

Our Senior Leadership Team and Heads of Faculty 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 Faculties 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 faculty 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 Faculty 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, the level of control for assessments considered, 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.*

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Examinations Officer – Mr Andrzej Krawczyk

Our Examinations Officer will:

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

Training, support and guidance

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 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 mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*

<u>NQT</u>	<u>Faculty Mentor</u>
<i>Miss E Sargent (Science)</i>	<i>Miss A Jeetley</i>
<i>Miss M Hughes (Science)</i>	<i>Miss A Jeetley</i>
<i>Miss G Tovey (History)</i>	<i>Mrs K Buck</i>
<i>Mr M Lowe (History)</i>	<i>Mr D Bown</i>
<i>Mr A Humphries (English)</i>	<i>Miss S Bull</i>

- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

Use of appropriate evidence and Determining teacher assessed grades

Below gives a breakdown of how each Faculty at Oldbury Academy are going to be able to make judgements which will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations. Each Faculty have detailed:

- What assessments students have already completed over the programme of study.
- The Summer term time frame and what is going to be covered including what evidence will be collated in the Summer term to support teacher assessed grades.

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- Any additional information.

This information has been shared with the all parents/carers and the students of year 11.

Mathematics

Head of Faculty – Mr A Roberts-Brookes

What assessments students have already completed over the programme of study

Year 10

Autumn 2019

Students sat a GCSE P1 Past Paper to be used for Data Entry

Spring 2020

Students would have sat a number of Unit Tests from the GCSE Scheme of Work

Summer 2020

Not applicable due to COVID lockdown restrictions

Year 11

Autumn 2020

Paper 1 – Non-calculator

Paper 2 – Calculator

Paper 3 - Calculator

Spring 2021

Paper 1 – Non-calculator

Paper 2/3 - Calculator

Timeframe and what will be covered

<u>Week commencing</u>	<u>Work covered</u>		
15 th March 2021	Assessment paper 1 (non-calculator)		80 marks
22 nd March 2021	Assessment paper 3 (calculator)		80 marks
29 th March 2021	Number and Algebra topics		
	Higher Nth Term Sequences Mixed numbers Labelling graphs Percentage profit Pressure, Force, Area Ordering Standard Form Changing subjects of formulae Direct proportion with indices Ratio & fraction relationships Fractional/Negative Indices	Foundation Ordering Decimals Identifying multiples & factors Rounding to Whole Numbers Writing fractions as decimals Place Value Ratios and Fractions Fractions & weight problems Capacity problem solving Estimating calculations	

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	Density, Mass and Volume Recurring Decimals Simplifying algebraic fractions Expanding Triple Brackets Function Notation Rationalising Denominators	Mixed number calculations Error Intervals (upper and lower bounds) Percentage profit Ordering standard form Pressure, Force, Area, Function machines Collecting like terms Expanding single brackets Factorising linear expressions Nth term rules	
5 th April 2021	Shape and Data topics		
	Higher Parallel Line Angles Stem and Leaf comparisons Areas of sectors with algebra Cumulative Frequency Curves Circle Theorems Tree Diagrams with decimals	Foundation Probability on a line Pictograms Two way tables Mean and median Stem and leaf diagram interpretation Angles in Parallel Lines	
27 th April 2021	Assessment paper 1		80 marks
3 rd May 2021	Number and Algebra topics		
	Higher Prime Factor Trees Lowest Common Multiple Ratio and Percentage Problem Solving Standard Form Calculations Plotting cubic graphs Completing the square and turning points Reverse Percentages Compound Interest Indices Quadratic Sequences Equation of a circle	Foundation Decimals as fractions Rounding to nearest 1000 Collecting like terms Fractions as percentages Identifying square & cube numbers Time problem solving Unit conversions Solving one step equations Substitution Fraction & percentage problem solving Proportion and ratio Prime factor trees Lowest Common Multiple	
10 th May 2021	Shape and Data topics		
	Higher Venn Diagrams Probability/Relative Frequency Volume of Prisms Tree Diagrams Trigonometry Column Vector Arithmetic	Foundation Bar charts Angles (lines & full turns) Volume of prisms Angles in quadrilaterals Describing transformations Tree Diagrams	

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	Estimating Mean/Interpreting Histograms Areas of Circles Pythagoras Theorem Box Plots Sine Rule Describing transformations Drawing translations Quadratic Sequences	Trigonometry Venn Diagrams Interior and exterior angles Gradients and y intercept Column Vector arithmetic Area of a circle Listing outcomes	
17 th May 2021	Assessment paper 2		80 marks

Additional information

To support the awarding of a Teacher Assessed Grade, the mathematics Faculty can call upon historical data from classroom sat Unit Tests from their KS3 Schemes of Work. The faculty can also use usage data from MathsWatch and the Pixl Math App.

English

Head of Faculty – Mrs C Bartlett

What assessments students have already completed over the programme of study

Year 10

Autumn 2019

English Language: Paper 1

English Literature: 19th Century Literature

Spring 2020

English Language: Paper 2

English Literature: Power and Conflict Poetry

Summer 2020

English Language: Paper 1 & Paper 2 Section B Writing

English Literature: An Inspector Calls

Year 11

Autumn 2020

English Language: Full 2019 paper 1

English Literature: Full paper 1 (Romeo and Juliet, unseen poetry)

Spring 2021

English Language: Paper 2 Section A (Boats paper 2019)

Paper 2 Full paper (Mountains 2020)

English Literature: An Assessment Calls assessment

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Timeframe and what will be covered

<u>Week commencing</u>	<u>Work covered</u>
15 th March 2021	
22 nd March 2021	English Language: Revisit paper 1 Q4 lessons English Literature: An Inspector Calls theme & character focused lessons
29 th March 2021	English Language: Revisit Paper 1 Q5 lessons Speaking and Listening deadline English Literature: An Inspector Calls theme & character focused lessons
5 th April 2021	
12 th April 2021	
19 th April 2021	English Language: Q5 examination style practice English Literature: Walking, Talking mock style revision on characters and themes.
26 th April 2021	English Language: Revision Q1-5 English Literature: Assessment An Inspector Calls
3 rd May 2021	English Language: Assessment full paper 1

Combined and Triple Science Head of Faculty – Mr S Cresswell

What assessments students have already completed over the programme of study

		Combined Science (1 hour 10 minutes)	Triple Science (1 hour 45 minutes)
Biology Paper 2	December 2020	20% of Final Mark	50% of Final Mark
Chemistry Paper 2	March 2021	20% of Final Mark	50% of Final Mark

What evidence will be collated in the Summer term which will support teacher assessed grades

		Combined Science (1 hour 10 minutes)	Triple Science (1 hour 45 minutes)
Physics Paper 2	Not assessed		
Biology Paper 1	A band 29/4/2021, B band 30/4/2021, C band 28/4/2021.	20% of Final Mark	50% of Final Mark
Chemistry Paper 1	A band 6/5/2021, B band 7/5/2021, C band 5/5/2021.	20% of Final Mark	50% of Final Mark

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Physics Paper 1	A band 13/5/2021, B band 14/5/2021, C band 12/5/2021.	20% of Final Mark	100% of Final Mark
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Timeframe and what will be covered

<u>Week commencing</u>	<u>Work covered</u>
15 th March 2021	Fuel, Earth and the early atmosphere
22 nd March 2021	Bio Revision – Key concepts, setting up a microscope, Cells, enzymes, mitosis/meiosis, plants, genetics, natural selection, selective breeding, health & disease.
29 th March 2021	Key concepts, atomic structure, periodic table, electron configuration, isotopes, bonding, states of matter, quantitative chemistry, chemical changes, acids & alkalis, electrolysis, recycling
5 th April 2021	Easter revision sessions
12 th April 2021	Independent revision
19 th April 2021	Core concepts in physics – forces, momentum, speed, velocity, waves, radioactivity
26 th April 2021	Assessment revision - Biology assessment
3 rd May 2021	Assessment revision - Chemistry assessment
10 th May 2021	Assessment revision – Physics assessment

Additional information

Physics paper 2 content has not been delivered and therefore the content will not be assessed. Only content which has been delivered will be assessed. The science curriculum maps have been adapted and now direct our staff to specific revision lessons which will support you when you complete your future assessments in science. These assessments will enable us to provide the students with their teacher assessed grades in science.

Assessments from Pearson will be used alongside Pearson mark schemes and the grade boundaries we will use will ensure a robust assessment process. Examination papers will be moderated internally and data entry will then be quality assured. There will also be an external moderation of examination papers.

Staff will undertake a bespoke CPD session on the 27th April 2021 covering all mark schemes and expectations.

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Modern Foreign Languages Head of Faculty – Mrs L Hancox

German

What assessments students have already completed over the programme of study

Year 10

Autumn 2019

Pearson Chapter 1-5 Listening, Reading and Writing assessments for DS1

Spring 2020

Extra Sample Assessment material Listening and Reading paper for DS2

Summer 2020

Not applicable due to COVID lockdown restrictions

Year 11

Autumn 2020

December 2020; Listening, reading and writing at the appropriate tier - all papers.

Spring 2021

March 2021; Full Writing paper (adapted translation question to replace topic not covered due to lockdown - worth 12/60 marks)

What evidence will be completed in the Summer term which will support teacher assessed grades

April 2021; Full set of Listening, Reading and Writing - adapted again to fit content covered. Any adaptations are as robust as the original question in terms of grammatical concepts.

Speaking Endorsement; ongoing assessment throughout lessons based on Pearson published criteria for pass, merit or distinction.

Timeframe and what will be covered

<u>Week commencing</u>	<u>Work covered</u>
15 th March 2021	Revision for writing paper 22 nd March.
22 nd March 2021	Writing paper – November 2020 series F/H with one question replaced for a topic we have covered.
29 th March 2021	Revision of topics covered for reading assessment – no new content.
5 th April 2021	Easter holidays
12 th April 2021	Easter revision session 15 th April 10-12
19 th April 2021	Revision of all topics covered in reading and listening exams.
26 th April 2021	Reading Exam November 2020 series
3 rd May 2021	Revision of all topics covered and preparation for listening exam
10 th May 2021	Listening Exam 2020 series.

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17 th May 2021	Finalise speaking endorsement
24 th May 2021	Finalise speaking endorsement + data entry

Additional information

No new content will be delivered from the end of lockdown 3. At this point we have completed our final topic. The two topics missing will be removed from any assessments we do. However, the nature of language means that we constantly revisit previously learnt content anyway so there will always be a certain crossover between topics. Examination papers will be reviewed and any assessment questions which pose any potential issues or questions based solely on missed topics will be removed.

Other Languages (French, Spanish, Italian, Persian, Arabic, Punjabi, Polish)

We have been gathering evidence for native speakers since year 10. For speaking we can access native speakers to agree a speaking endorsement grade.

[Humanities](#) [Head of Faculty – Mrs K Buck](#)

[History](#)

What assessments students have already completed over the programme of study

Year 11

Autumn 2020

Paper 1 – Medicine in Britain

Paper 2 – Elizabethan England

Spring 2021

See timeline below

What evidence will be completed in the Summer term which will support teacher assessed grades

The papers used in History to assess the students will be a mixture of past examination papers or questions received by the exam board.

Paper 1 – Weimar Germany

Paper 2 – Medicine & Historic Environment

Paper 3 – Elizabeth

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Timeframe and what will be covered

<u>Week commencing</u>	<u>Work covered</u>	
29 th March 2021	Weimar Germany Paper	28 marks
5 th April 2021	Easter Holiday	
12 th April 2021	Easter Holiday	
26 th April 2021	Medicine & Historic Environment Paper	52 marks
10 th May 2021	Elizabeth Paper L band & Q band	
17 th May 2021	Elizabeth Paper P band	32 marks

Additional information

Students have not been taught the content on Nazi Germany and therefore will only be tested on Weimar Germany. They were also not taught the content on Super Power Relations and will therefore not be tested on this. Assessments from Pearson will be used alongside Pearson mark schemes and the grade boundaries we will use will ensure a robust assessment process. Examination papers will be moderated internally and data entry will then be quality assured. There will also be an external moderation of examination papers.

Geography

What assessments students have already completed over the programme of study which will be used to support teacher assessed grades

Year 10

Autumn 2019

Paper 1 Section A (Natural hazards)

Spring 2020

Paper 1 Section B (The living world)

Year 11

Autumn 2020

Paper 1 Section A (natural hazards), Section B (the living world), Section C (UK physical landscapes) & Paper 2 Section A (urban issues and challenges), Section C (Resource management)

Spring 2021

Paper 2 Section B (The Changing economic world)

What evidence will be completed in the Summer term which will support teacher assessed grades

The papers used in geography to assess the students will be a mixture of past examination papers or questions received by the exam board.

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Timeframe and what will be covered

<u>Week commencing</u>	<u>Work covered</u>	
22 nd March 2021	Paper 2 Section B - Changing economic world	40 marks
5 th April 2021	Easter Holiday	
12 th April 2021	Easter Holiday	
19 th April 2021	Assessment Paper 1 Section A - Natural hazards	33 marks
26 th April 2021	Assessment Paper 1 Section B - The Living World	33 marks
	Section C - Choice of rivers or coasts	15 marks
3 rd May 2021	Bank holiday on the Monday	
10 th May 2021	Assessment Paper 2 (choice of either) Section A Urban Issues and challenges Section C Resource Management	33 marks
17 th May 2021	Assessment window closes on the 21 st May 2021	
24 th May 2021	Data entry	

Religious Education

What assessments students have already completed over the programme of study which will be used to support teacher assessed grades

Given in the table below.

What evidence will be completed in the Summer term which will support teacher assessed grades

Given in the table below.

Timeframe and what will be covered

<u>Week commencing</u>	<u>Work covered</u>	<u>Marks</u>
5 th Nov 2019	Christian Beliefs	27
4 th Feb 2020	Marriage and Family	24
4 th Nov 2020	Buddhist Beliefs	27
11 th Nov 2020	Christianity Mock	102
10 th Feb 2021	Crime and Buddhism (online so not full cohort 19/25)	24
29 th March 2021	Paper 2 Assessment 1.5 hours 3 topics.	78
17 th May 2021	Paper 1 Assessment 1.5 hours	78

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Creative Arts Head of Faculty – Mrs L Wardle

Art

What assessments students have already completed over the programme of study which will be used to support teacher assessed grades

Assessment objectives 1,2,3 and 4 will be assessed across both units of work.

Student portfolios will include work from either or both of the projects below.

Component 1 will only to be assessed which will comprise of:

- Internally Assessed unit 1: Portfolio Personal Project and Natural Forms project.

The External Examination has been removed (Component 2), therefore the Portfolio will be worth 100% of the final awarded grade.

What evidence will be completed in the Summer term which will support teacher assessed grades

Assessment dates are the 11th and 12th May 2021 – Students who study art will be off timetable on these days and will be given the opportunity to add to their assessment pieces in their portfolio of work which will be used to award their final grade.

This is essential practical time which will be used to complete portfolios, refine the quality of work. Tasks will be be-spoke to each student to ensure each assessment objective is completed to the highest possible standard. This exam will not only dramatically improve portfolios but also help prepare students for future practical examinations in further education.

Timeframe and what will be covered

<u>Week commencing</u>	<u>Work covered</u>
15 th March 2021	Completion of AO4 and completing portfolios.A01,2,3,4
22 nd March 2021	Completion of AO4 and completing portfolios.A01,2,3,4
29 th March 2021	Completion of AO4 and completing portfolios.A01,2,3,4
5 th April 2021	Completion of AO4 and completing portfolios.A01,2,3,4
12 th April 2021	Completion of AO4 and completing portfolios.A01,2,3,4
19 th April 2021	Completion of AO4 and completing portfolios.A01,2,3,4
26 th April 2021	Preparation for controlled assessment.
3 rd May 2021	Preparation for controlled assessment.
10 th May 2021	Assessment Week. 10 hour controlled assessment
17 th May 2021	Completion of AO1,2,3,4
24 th May 2021	Completion of AO1,2,3,4

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Additional information

Natural Forms Unit

Assessment objective 1

- Mind Map of Natural forms.
- Artist research on Natural Form artists
- Endangered animals research and studies.

Assessment objective 2

- Media experiments of natural forms.

Assessment objective 3

- Series of observational studies.

Assessment objective 4

- Idea development

Art with a Message

Assessment objective 1

- Critical understanding of art and artists Artist research.
- Mind-map and theme research.

Assessment objective 2

- Media experiments of theme.

Assessment objective 3

- Drawing sheets from observation of your images and objects relating to your theme.

Assessment objective 4

- Final ideas and Final piece.

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Computing

Head of Faculty – Mr Fryer

Computer Science

What assessments students have already completed over the programme of study

Year 10

Autumn 2019

- Component 2 – Topic Assessment 1
- Component 2 – Topic Assessment 2

Year 11

Autumn 2020

- Component 1 Topic Assessment 1
- 90 Minute Dec Y11 Mock (Mixed paper reflecting taught content) 80 Marks

Spring 2021

- 90 Minute March Y11 Mock (Mixed paper reflecting taught content) 80 Marks

What assessments students will complete in the Summer term

Students will be provided directed content that could be assessed for each paper.

- 45 Minute Assessment 1 (Component 1) – 40 Marks
- 45 Minute Assessment 2 (Component 2) – 40 Marks
- 45 Minute Assessment 3 (Component 1) – 40 Marks
- 45 Minute Assessment 4 (Component 2) – 40 Marks

Timeframe and what will be covered

<u>Week commencing</u>	<u>Work covered</u>	<u>Marks</u>
22 nd March 2021	Component 1 Assessment Reflection / Component 2 Revision	
29 th March 2021	Component 2 Revision	
5 th April 2021	Easter Holidays	
12 th April 2021	Easter Holidays	
19 th April 2021	Component 2 Revision	
26 th April 2021	Component 1 Revision	
3 rd May 2021	Component 1 Paper (45min) - Computer systems	40 Marks
	Component 2 Paper (45min) - Computational thinking, algorithms and programming	40 Marks
10 th May 2021	Component 1 /2 Revision	
17 th May 2021	Component 1 Paper (45min) - Computer systems	40 Marks

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	Component 2 Paper (45min) - Computational thinking, algorithms and programming	40 Marks
24 th May 2021	Data Entry / Teacher Quality Assurance	

Additional information

The assessments identified will be used to form the teacher assessed grades, however they will be supported by the tracking of individual assessments and work completed by students over the two years of the course. This will only include the content taught in year 10 (non-lockdown) and year 11. Content which has not been taught will be removed. In lessons students will be directed towards the topics that will be covered in all papers. All final assessments will be moderated, internally and externally.etermining teacher assessed grades

This section of our Centre Policy outlines the approach Oldbury Academy will take to award teacher assessed grades.

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.

- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Faculty. Any necessary variations for individual students will also be shared.*
- *Each Head of Faculty will complete a Summer 2021 Guidance Assessment Record sheet for each GCSE subject they deliver.*

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Internal quality assurance

Step	Action	Date
Step 1.	Formalised assessments to be held. Students to be assessed to create a range of evidence. These assessments will provide evidence to support teacher assessed grades.	Monday 26 th April – Tuesday 21 st May 2021.
Step 2.	Teaching staff will enter results into SIMS. Heads of Faculty to organise internal quality assurance of result entry such as paired or group entry of results.	Monday 24 th May 2021.
Step 3.	Heads of Faculty will quality assure evidence portfolios and entries submitted into SIMS.	Friday 28 th May 2021.
Step 4.	Whole school moderation of evidence portfolios. This will incorporate internal moderation and external moderation with the Stourvale Academy trust schools.	Friday 28 th May 2021.
Step 5.	The senior leadership team at Oldbury Academy to quality assure evidence portfolios.	Friday 4 th June 2021.
Step 6.	Results will be uploaded from SIMS into SISRA. With access for Centre staff involved in the final moderation only.	Monday 7 th June 2021.
Step 7.	Head of Centre/Headteacher/Deputy Headteacher to complete final quality assurance of whole school results. Scrutiny against trends analysis whole school and by each individual subject. Scrutiny of priority groups such as PP, SEND, Boys against trends analysis.	Wednesday 9 th June 2021.
Step 8.	Heads of Faculties will file reports based on any queries from the senior leadership quality assurance process.	Friday 11 th June 2021.
Step 9.	All centre assessed grades to be signed off by the Head of Centre and uploaded to the examination boards.	Friday 18 th June 2021.

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Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

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

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document (Issued May 2021).*
- *In subjects where there is more than one teacher and/or class in the Faculty, 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*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*
- *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).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be the Head of Faculty or the Senior leader attached to the Faculty.*
- *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

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 (Please see below). We have decided to use 2018-2019 as these cohorts only include grades 9-1 and provide the best continuity for comparison, (2020 grades have been included for reference).*
- *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.*

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- 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 (2018-2019) as these cohorts were only awarded grades 9-1.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

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

- We will omit subjects that we no longer offer from the historical data.

Mathematics												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	1.3	5.9	7.2	11.1	25.6	21.3	13.4	6.9	5.9	1.3		0
2019	1.7	3.4	7	11.1	13.8	25.5	16.4	11.7	7.4	1.7		0.3
2018	1	8.3	5.9	8.3	19.4	21.2	14.9	10.4	5.9	1.7		2.8

English Language												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	1.6	3	6.3	17.1	17.4	21.7	22.4	6.9	2.6	1		0
2019	1	1.7	5	14.4	19.1	18.5	26.2	10.1	2.7	1		0.3
2018	0.7	3.5	4.2	11.1	13.9	21.9	24.3	10.8	4.9	2.1		2.8

English Literature												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	1.6	3.6	6.9	11.5	17.8	21.7	20.1	11.5	3.6	1.6		0
2019	1	2	6.4	10.1	19.5	20.1	19.8	11.1	8.1	1.3		0.7
2018	2.4	5.2	7.7	12.2	10.8	18.1	19.2	11.8	7	3.1		2.4

Combined Science												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	1.6	3.3	4.3	6.9	18.7	23.6	23.2	12.5	5.6	0.4		0
2019	1.6	4.4	5.3	5.3	17.2	20	21.2	16.3	7.5	0.7		0.4
2018	1.8	2.4	3.8	0.8	27.7	20.2	18.2	13.8	7.5	1.6		2.4

Biology												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	17.2	31	6.9	27.6	13.8	0	3.4	0	0	0		0
2019	12	32	16	28	8	0	4	0	0	0		0
2018	3	21.2	12.1	21.2	12.1	6.1	0	9.1	9.1	6.1		0

Chemistry												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	17.9	28.6	35.7	7.1	10.7	0	0	0	0	0		0
2019	29.2	25	37.5	0	8.3	0	0	0	0	0		0
2018	4	32	32	12	16	4	0	0	0	0		0

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Physics												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	14.3	21.4	21.4	28.6	14.3	0	0	0	0	0	0	
2019	12.5	25	25	25	4.2	8.3	0	0	0	0	0	
2018	16	12	16	32	20	4	0	0	0	0	0	

German												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	2.6	6	10.3	12.9	31	30.2	5.2	1.7	0	0	0	
2019	0.9	2.8	6.5	16.8	20.6	23.4	16.8	9.3	2.8	0	0	
2018	6.9	6.9	17.2	6.9	24.1	24.1	10.3	3.4	0	0	0	

History												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	6.3	7.4	7.4	8.6	12	22.9	18.3	10.9	4	2.3	0	
2019	2.8	2.8	6.8	8.5	9.1	13.6	17	19.3	16.5	2.8	0.6	
2018	2.7	1.8	7.1	5.4	14.3	7.1	14.3	17.9	22.3	5.4	1.8	

Geography												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	1.6	4.9	10.7	13.1	13.9	15.6	23	13.1	3.3	0.8	0	
2019	1	6.1	11.1	16.2	14.1	11.1	18.2	18.2	3	0	1	
2018	0	5.8	8.7	5.8	8.7	14.5	10.1	23.2	10.1	4.3	8.7	

Religious Studies												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	10	10	7.5	12.5	17.5	15	17.5	7.5	0	2.5	0	
2019	2.8	11.1	8.3	22.2	16.7	11.1	11.1	8.3	5.6	2.8	0	
2018	5.7	17	5.7	7.5	13.2	5.7	11.3	13.2	13.2	3.8	3.8	

Art												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	14	15.8	14	19.3	17.5	12.3	5.3	0	1.8	0	0	
2019	8.1	16.2	16.2	18.9	5.4	16.2	10.8	5.4	0	0	2.7	
2018	19.5	17.1	9.8	19.5	9.8	2.4	7.3	7.3	4.9	0	2.4	

Computer Science												
Name	9 %	8 %	7 %	6 %	5 %	4 %	3 %	2 %	1 %	0 %	X %	
2020	5	7.5	12.5	22.5	30	15	7.5	0	0	0	0	
2019	0	7.9	13.2	28.9	23.7	18.4	2.6	5.3	0	0	0	
2018	0	5.7	17.1	14.3	5.7	22.9	17.1	11.4	5.7	0	0	

Oldbury Academy Centre Policy

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 basket of evidence and alternative evidence obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *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](#)*

Oldbury Academy Centre Policy

Addressing disruption/differential lost learning (DLL)

A. 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

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Faculty and all teachers at Oldbury Academy 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 (page 19) 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.

Oldbury Academy Centre Policy

B. Recording Decisions and Retention of Evidence and Data

- *We will ensure that teachers and Heads of Faculty maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.*
- *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.*
- *We will comply with our obligations regarding data protection legislation.*
- *We will ensure that the grades accurately reflect the evidence submitted.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

Oldbury Academy Centre Policy

Authenticating evidence

C. 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.

- *Our robust internal quality assurance (page 19) will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*

Oldbury Academy Centre Policy

Confidentiality, malpractice and conflicts of interest

A. Confidentiality

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades. All staff have been made aware that they are not to share grades following work and assessments which will help support teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

Malpractice

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. This centre policy has been shared with all staff (Date 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.*

Oldbury Academy Centre Policy

Conflicts of Interest

C. Conflicts of Interest

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

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.*

Oldbury Academy Centre Policy

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.*
- *Leavers have been appropriately guided as to the necessary stages of appeal.*
- *Arrangements will be in place for the timely submission of appeals to awarding organisations.*
- *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.*