

Marshland High School

Centre Policy for determining teacher assessed grades – Summer 2021

Statement of intent

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

Statement of Intent
<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">• <i>To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.</i>• <i>To ensure the operation of effective processes with clear guidelines and support for staff.</i>• <i>To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</i>• <i>To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.</i>• <i>To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.</i>• <i>To support a high standard of internal quality assurance in the allocation of teacher assessed grades.</i>• <i>To support our centre in meeting its obligations in relation to equality legislation.</i>• <i>To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.</i>• <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>

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, Craig Jansen, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Marshland High School 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 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/ Assistant Trust SENCo

Our teachers and Assistant Trust 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.*
- *the Assistant Trust SENCO will be responsible for ensuring that entitlement to appropriate student access arrangements are communicated to teachers, Heads of Department and SLT and that these are being accurately and appropriately followed.*

Examinations Officer

Our Examinations Officer will:

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

Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

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.*
- *Teachers will have received school, exam board and JCQ training pertaining to the determination of centre assessed grades before assessments have been chosen as evidence and marked in accordance with JCQ and exam board guidance.*
- *Training content will focus on how to mark, grade, ensure objectivity, prevent malpractice, determine authenticity and assess the level of control.*

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

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.*
- *When determining the use of evidence teachers and Heads of Department will establish not only what has been taught but also to what depth*
- *We will be using 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.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use 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.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

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.*
- *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 ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- We will 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.*

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
<p>We give details here of our centre's approach to awarding teacher assessed grades.</p> <ul style="list-style-type: none">• <i>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.</i>• <i>Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.</i>• <i>Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.</i>

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
<p>This section gives details of our approach to internal standardisation, within and across subject departments.</p> <ul style="list-style-type: none">• <i>We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.</i>• <i>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.</i>• <i>We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:</i><ul style="list-style-type: none">○ <i>Arriving at teacher assessed grades</i>○ <i>Marking of evidence</i>○ <i>Reaching a holistic grading decision</i>○ <i>Applying the use of grading support and documentation</i>• <i>We will conduct internal standardisation across all grades.</i>• <i>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.</i>• <i>Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).</i>• <i>Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).</i>• <i>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.</i><ul style="list-style-type: none">○ <i>This will be the member of the senior leadership team responsible for line managing that subject area.</i>• <i>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.</i>

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 that will help to quality assure the grades we intend to award in 2021.*

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

- *We will omit subjects that we no longer offer from the historical data.*
- *We will consider the impact that changes in examination boards may have on outcomes.*

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 access arrangements/reasonable adjustments were not in place for assessments that have been used, the teacher will record the reason for this and be able demonstrate that this was taken into account when making their final judgement (in accordance with “JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021” – Page 34)*
- *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 in line with exam board and JCQ guidance.*
- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)
<p>This section gives details of our approach to address disruption or differentiated lost teaching.</p> <ul style="list-style-type: none">• 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; and*

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data

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

Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms, such as:*
 - *conducting a Question & Answer session with the candidate;*
 - *online video conferencing to observe working and discuss progress with the candidate;*
 - *comparing candidate performance at home with work completed within the classroom;*
 - *setting specific timescales for the work to be started and finished, and keeping records of when the work was produced;*
 - *reminding candidates of the risks of getting help at home from family members which could constitute over assistance.*
 - *teacher / invigilator supervision of student work,*
 - *use of plagiarism software for work produced electronically,*
 - *ensuring specification procedures/requirements have been followed for NEA components as per exam boards and JCQ guidance (see “**JCQ notice to centres NEA June 202**” in **appendix 1**).*
 - *use of declarations (where appropriate),*
 - *clear procedures to follow where concerns exist about authenticity,*

are 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.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

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 will understand how they can prevent malpractice*
- *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.

- *Staff will receive training on what constitutes a 'conflict of interest' as a prevention measure.*
- *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.*

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

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

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

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

Appendix 1



Produced on behalf of AQA, OCR, Pearson and WJEC

Important information for subject teachers, senior leaders and heads of centre –
GCSE, GCE AS and A-level non-examination assessment (NEA) components June 2021

Introduction

This document is intended to help centres who have candidates completing GCSE, GCE AS and A-level qualifications with NEA components this summer. It provides information on how candidates may complete work at home.

As NEA may contribute to the evidence teachers use to determine grades, candidates should continue with the completion of NEA components where it is safe and possible to do so. Please note that the usual deadlines for NEA are not applicable this year. Teachers should balance candidates' performance in NEA components, even where they are not complete, with other sources of assessment evidence.

The awarding bodies have previously made adaptations to some of their specifications as permitted by Ofqual to mitigate lost teaching and learning time. For example:

- In GCSE Design & Technology, candidates are permitted to make mock-ups and/or clear and detailed intentions of prototypes instead of making the final prototype.
- In GCSE Drama, the requirement for visiting examiners has been removed and centres have been allowed flexibility in other modes of presentation.
- In GCSE English Language, there is not a requirement to submit a sample of audio-visual recordings of Spoken Language assessment for monitoring.

Where relevant, these still apply in the context of the alternative arrangements now in place for grades to be awarded based on teacher assessment.

Candidates completing written, practical and performance work at home

In many subjects, essays, reports or other written work are either part of or the whole NEA submission. In other subjects, practical work towards a product or a performance is undertaken.

Teachers may allow candidates to undertake their written, practical and performance work at home where:

- the centre has moved to remote online learning;
- he/she is self-isolating and is not able to attend the centre;
- he/she is not able to access specialist equipment within the centre but is able to do so at home;
- the candidate has missed the opportunity to produce work within the centre;
- time constraints mean that the teacher judges that insufficient teaching time remains to complete written NEA work in class.

Access to the internet is permissible for research, but teachers must remind candidates that the work must be their own. Where a candidate has received assistance, this must be acknowledged.

If teachers are suspicious of any work-in-progress being completed at home, they should feed back to the candidate their concerns and give them another opportunity to complete the work.

Advice to teachers where candidates are completing written or practical work at home

Although there will be no formal authentication procedures this summer, it is important for teachers to be confident that NEA work used as part of the evidence to determine a candidate's grade is the candidate's own. This applies equally where candidates are undertaking written or practical work at home.

To maintain an authentication process, we advise that regular checks are undertaken. These could be achieved by:

- conducting a Question & Answer session with the candidate;
- online video conferencing to observe working and discuss progress with the candidate;

- comparing candidate performance at home with work completed within the classroom;
- setting specific timescales for the work to be started and finished, and keeping records of when the work was produced;
- reminding candidates of the risks of getting help at home from family members which could constitute over assistance.

Advice to teachers where candidates are completing performance tasks at home

The principle remains that the teacher must be able to assess the performance as accurately as they would usually and be able to authenticate it as the candidate's own. The ideal way to achieve this with remote supervision would be to view a live stream of the performance. However, this is not always possible and other evidence may be sufficient to permit teacher assessment and authentication.

Depending on the subject, this could include one or more of the following as appropriate to the subject:

- video recording of all or part of a performance;
- audio recording of a performance; • photographic and written evidence;
- a discussion with the candidate.

Safety and risk assessments

The awarding bodies are unable to provide health and safety advice.

Centres should follow their own risk assessment and safeguarding policy when allowing candidates to complete practical work at home. This is particularly important in any subject where specialist equipment and facilities are normally used.

For example, consideration should be given to:

- whether candidates have safe access to resources;
- where practical work is involved whether this can be recorded safely, and the candidate will be able to produce the work to a sufficient quality;
- whether the task involves the use of equipment which would usually require supervision within the centre;
- whether there is a specific part of a task which could be safely completed at home;

- whether a suitable quiet area or home environment is available to enable the work to be completed.

Guidance for teachers assessing NEA where work is incomplete or alternative evidence has been permitted by Ofqual for summer 2021

Ofqual, in their report, [Decisions on how GCSE, AS and A level grades will be determined in summer 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92424/decisions-on-how-gcse-as-and-a-level-grades-will-be-determined-in-summer-2021.pdf) confirmed that:

‘students should continue to work on their non-exam assessment (NEA). NEA will be marked by teachers and will contribute to the overall grade, whether or not it has been completed, but we will not require exam boards to moderate it.’

They also stated that:

‘students should not be penalised if they had been unable to complete their NEA due to circumstances beyond their control caused by the pandemic (for example lack of access to specialist equipment).’

Considerable restrictions have been placed on teachers and their students this year, making it difficult for many to access equipment, facilities and software. Teachers, particularly those assessing practical NEA subjects, where access to this equipment is necessary to allow students to complete their tasks, may, therefore, be faced with incomplete evidence or where it is permitted by Ofqual, alternative evidence to assess.

NEA, whether it is complete or not, may form part of the range of evidence on which a candidate is assessed. This guidance is about assessing the NEA itself, whether or not it is complete. Separate JCQ guidance on grading will outline how NEA can be considered by teachers alongside other evidence of a candidate’s attainment when making final grading decisions.

Teachers should take an evidence based approach to how candidates have demonstrated knowledge understanding and skill, irrespective of the form in which their NEA is presented.

NEA adaptations for 2021: Assessment guidance

In 2021, as in previous years, we strongly advise that you assess NEA in terms of bands and marks. This guidance aims to assist you in resolving the following assessment problems:

- how to assess NEA carried out as per the relevant specification in comparison with adaptations which have been agreed by Ofqual for 2021;
- how to assess alternative evidence of NEA in cases where learners' access to equipment, facilities and software has been affected by Covid restrictions;
- how to assess incomplete NEA.

Ofqual published [confirmation of the assessment changes in summer 2021](#) in August 2020. These include adaptations to NEA components. Each awarding body has published information about how these confirmed changes will work in practice on their website. We recommend that you read these documents in conjunction with the following guidance.

How to assess NEA carried out as per specification in comparison with adaptations agreed for 2021

The adaptations to NEA have been designed to provide opportunities for all candidates, under whatever circumstances, to be able to demonstrate the application of relevant knowledge and understanding or the application of skills and techniques (as appropriate). It should be possible for adapted work (produced in line with the published adaptations) to achieve the same high, medium or low marks as 'non-adapted' work completed as per specification requirements. Candidates submitting this kind of alternative evidence should still have access to the full mark range. When assessing adaptations to specified NEA requirements, teachers should identify the ways in which the work demonstrates how assessment objectives have been met. This involves focusing on how appropriate knowledge, understanding, skills and techniques have been applied in the adapted formats.

In most cases, exemplars from previous years will demonstrate how assessment objectives have been met in fully-finished, 'non-adapted' formats. In referring to exemplar material, it is recommended that you isolate the ways in which the assessment objectives have been met so that you can relate that to the adaptations set for 2021. It is recommended that you guard against the possibility of overrewarding 'non-adapted' NEA or under-rewarding the knowledge, understanding, skills or techniques demonstrated in an adapted piece of work by ensuring a consistent focus on Assessment Objectives.

How to assess alternative evidence of NEA in cases where learners have been unable to access equipment, facilities and software

Teachers should encourage candidates to produce a portfolio of evidence such as practice, draft or other work carried out at home or in class in preparation for their NEA which clearly demonstrates how the assessment objectives have been met. Examples could include but are not limited to:

- initial design models or part-models;
- indications of the requirements of manufacturing within design work;
- accurate working drawings;
- practice work (creative and/or technical);
- mood boards;
- lighting plots and cue sheets;
- mini-assignments.

Shortcomings in some areas may be balanced by strengths in other areas and a best fit approach should be implemented when applying the assessment criteria, as in normal circumstances.

How to assess incomplete NEA

Where candidates are unable to complete their NEA as per the specification requirements and/or published adaptations and therefore submit incomplete work, teachers should aim to assess the degree to which the work presented demonstrates attainment of the required skills, knowledge and understanding. Teachers should clarify how marks have been awarded and we recommend that you continue to use awarding body coversheets for this purpose. The following are examples of how incomplete work may be assessed.

- Incomplete research – look for evidence of appropriate research and application of knowledge and understanding of as many key concepts as possible;
- Incomplete planning – look for alternative evidence of planning to cover application of appropriate knowledge and understanding;
- Incomplete production – consider adapted forms of evidence which demonstrate elements of knowledge, understanding and skills.

Where NEA is incomplete and some elements are missing altogether, you should not attempt to predict an outcome or award a mark according to a candidate's potential. Depending on the amount missing, you might mark the NEA out of fewer marks to reflect the missing element(s) and look for supplementary evidence which demonstrates similar skills, knowledge and understanding when making final grading decisions for the qualification.

