



# Farmor's School Centre Policy v5.0

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FOR THE AWARDING OF GRADES IN SUMMER 2021

## Centre Policy for determining Teacher Assessed Grades

### Farmor's School (summer 2021)

#### Statement of Intent

This section provides details of the purpose of this policy:

##### The purpose of this policy is:

- To ensure that Teacher Assessed Grades (TAGs) are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with JCQ (Joint Council for Qualifications) guidance.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, TAGs.
- To support a high standard of internal quality assurance in the allocation of TAGs.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed are clear and transparent to give confidence.

#### Supporting Documentation

This section provides details of supporting documents:

- Supporting documents for staff have been collated and are stored in OneDrive.
- All teachers have been given access to this folder.
- Documents include:
  - HoD (Head of Department)/TiC (Teacher in Charge) TAG checklist.
  - Assessment Record Template.
  - JCQ Worked Examples and Grade Descriptors for GCSE, AS and A-Level.
  - Guidance on NEAs (Non-Examination Assessment) and on the retention of evidence.

#### 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 TAGs this year.

## Roles and Responsibilities

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

### Head of Centre

- Our Head of Centre, **Matthew Evans**, will be responsible for approving this policy.
- Our Head of Centre has overall responsibility for the 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 TAG 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 Leaders with key responsibilities

- **Emma White** (EW- Assistant Headteacher and Head of Sixth Form) and **Steve Shaw** (SPS- Deputy Headteacher) have key responsibility regarding TAGs for Summer 2021.
- EW and SPS will oversee the processes around TAGs on behalf of the Head of Centre.

### Senior Leaders and Heads of Departments will:

- provide training and support to staff.
- support the Head of Centre in the quality assurance of the TAGs.
- 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 JCQ.
- ensure teachers have the information to make accurate and fair judgments.
- ensure that a **Head of Department Checklist** (Appendix 1) is completed for each qualification that they are submitting.

### Teachers/ Specialist Teachers / SENCo (Special Educational Need Coordinator)

- 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 JCQ, to provide TAGs for each student they have entered for a qualification.

- Our teachers, specialist teachers and SENCo will ensure that the TAGs assigned to each student are a fair, valid and reliable reflection of the assessed evidence available for each student.
- Our teachers, specialist teachers and SENCo will 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.
- Our teachers, specialist teachers and SENCo will produce an **Assessment Record** (Appendix 2) for each subject cohort, that includes:
  - the nature of the assessment evidence being used.
  - the level of control for assessments considered.
  - any other evidence that explains the determination of the final teacher assessed grades.
  - Any necessary variations for individual students will also be recorded.
- Our teachers, specialist teachers and SENCo will securely store and be able to retrieve sufficient evidence, **where available**, to justify their decisions.

#### **Examinations Officer**

- Our Examinations Officer is **Rachael Mundy**, and she is assisted by **Kay Davis**.
- Our Examinations Officer will be responsible for:
  - The administration of our final TAGs.
  - Managing the post-results services.
  - Liaising with Private Candidates.

## 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 TAGs this year.

#### When training will take place

- Time has been set-aside to support Departments in the TAG process as follows:
  - Monday 26<sup>th</sup> April from 14:30 to 16:00.
  - Monday 10<sup>th</sup> May from 14:30 to 16:00.
  - Monday 24<sup>th</sup> May from 14:30 to 16:00.
  - Monday 7<sup>th</sup> June as an entire INSET day.
- Heads of Department will need to agree training time for part-time staff.
- The school will schedule and run virtual sessions that show HoDs/TiC how to access historical grade distributions through the 4MATRIX platform.
- The school will schedule and run sessions that support Teachers in achieving consistency and fairness to all students.

#### What training will take place

- Heads of Department will:
  - schedule and run marking and moderation sessions.
  - schedule time to read through materials provided by the relevant exam boards and the JCQ to support the determination of TAGs.
- Teachers involved in determining grades in our centre will attend 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 have access to a shared TAG folder containing all relevant documents.
- Single person and smaller departments will be paired up as follows:
  - Sociology and Psychology.
  - Drama and Music.
  - Photography and Fine Art.
  - Computer Science and Design Technology.
  - A member of SLT will support with Economics.
- Some subject departments may choose to collaborate with neighbouring centres for additional support. Any such arrangements will be shared with SLT.

### **Support for Newly Qualified Teachers (NQT) and teachers less familiar with assessment**

- Heads of Department will nominate an experienced member of their staff to provide mentoring to support NQTs and those teachers less familiar with assessment. This will be shared with SLT (Senior Leadership Team).
- Heads of Department will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate. The nature of these reviews will be shared with SLT.

## 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. Overview

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 documents will be added to the **TAG folder** on **OneDrive**.
- Students will be told **what evidence** is going to be used to determine the TAGs and this will be done during the week beginning **Monday 19<sup>th</sup> April**.
- Students will be given the opportunity to **raise any genuine and valid concerns** regarding the evidence base. Any student's views **will be recorded** and documented.
- SLT will review any reasons provided by students, deciding if they are valid and will be factored into TAG decision making. All decisions will be documented.
- **Where possible**, 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. This may not be the case where evidence is historic, has already been distributed to students and cannot be collected back in.

### B. Historic Data

- Departments will determine which historic evidence they will use.
- This can include (and is not limited to):
  - NEA work, even if 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 if available.
  - records of a student's capability and performance over the course of study in performance-based subjects such as Music, Drama and PE.
- Heads of Department will collate their historic evidence base and share this with SLT by **6pm on Wednesday 24<sup>th</sup> February**.

- The process for doing this is as follows:
  - Collate the assessment data for each Y11 and Y13 class into a spreadsheet.
  - Colour code each column of data in terms of confidence, using either:
    - **Light green** for 'High Confidence' (exam like conditions, NEA etc).
    - **Light blue** for 'low confidence' (open book, not timed, at home etc).
    - **Leave white** for data somewhere between these two.
  - Provide a written narrative to quantify each data point in the spreadsheet.
  - Save the spreadsheet as: **Subject\_Year\_Class**
  - Save the narrative as: **Subject\_Year\_Class\_Narrative**
  - Upload to OneDrive (link provided).
- The collated data will be discussed during a meeting held on either Friday 26th February or Monday 1st March with members of SLT.
- The discussion will be structured using the template held in **Appendix 3**.

### C. Establishing a test pattern

- Heads of Departments, and in some cases Teachers in Charge, will work with SLT to agree on an appropriate and proportionate test pattern.
- The test pattern will provide data to supplement the historic data when teachers are deriving the TAGs.
- To manage student anxiety and workload, Year 11 tests will follow the pattern below. Any variations from the pattern will be agreed with SLT in advance.
- There are sufficient Y13 lesson for the test pattern to be less tightly managed.
- Students will be encouraged to flag concerns to their teachers regarding the timing of tests and to request adjustments to their placement for their class.

Week A					Week B				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
		Enb/Sca		Op B		Op A			Op D
Ena/Scb	Op C				Ena/Scb		Maths		
			Maths						
								Enb/Sca	

### Keeping assessment materials secure

- JCQ guidance is clear that:
  - Students **may** have seen some assessment material previously.



- The tests **are not exams**, nor are they designed to play the role of exams.
- Question sets **do not** need to be kept securely (as exam papers would be).
- Additional testing will be carried out in controlled conditions in the classroom as a part of each student's normal timetabled diet of lessons.
- Due to the nature of timetabling, the test papers used in GCSE Science, English and in Some Options subjects will be taken on different days by different students. The only way to prevent this is to collapse the timetable and schedule tests as exams. This is not what is indicated in the guidance and therefore the schedule will run as a part of each student's normal timetabled diet of lessons.

### The role of HoDs (and some TiC)

- Heads of Department are required to:
  - Plan out the pattern of assessments to be used and share these with SLT.
  - Provide a brief written narrative to quantify each assessment:
    - Confirm that students will be briefed on the test domain.
    - Conditions in which tests will be sat.
    - Access Arrangements put in place.
    - How marking will take place.
    - Open or closed book.
  - Save the test timeline as: **Subject\_Year\_Class**.
  - Save the narrative as: **Subject\_Year\_Class\_Narrative**.
  - Upload files by **6pm, Wednesday 3<sup>rd</sup> March** using the OneDrive link.
  - Patterns will be discussed and agreed as final at a meeting held on either Friday 5<sup>th</sup> March or Monday 8<sup>th</sup> March with SLT.
- The narrative is structured using the template held in **Appendix 4**.
- The test pattern for Year 11 is held in **Appendix 5** and in **Appendix 6** for Year 13.
- 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. This will be shown by the confidence colour coding applied to the collated data spreadsheet and to future tests.
- 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.

#### D. Additional Assessment Materials

- Oral interviews **may be used** where evidence is not available or possible to create. For example, where a candidate has little available evidence, is unable to attend an assessment in person and it is not possible to arrange a remote written assessment. Agreement to carry out such assessments will be obtained from SLT.
- In addition to the planned tests, Heads of Department may decide to use the additional assessment materials provided by the awarding bodies.
- These will give students further opportunities 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 test materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete in the same conditions, **whenever possible**.
- 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 has not been taught.

#### E. Evidence security

- SLT have considered the nature of the threat, and the potential for ransom ware, to cause damage in terms of lost data (including evidence required to support this year's teacher assessed grades).
- We have reviewed our data storage systems, concluding that we have good resilience to a threat posed.
  - SIMS holds data on attainment and is hosted remotely as a paid-for service. Data related to student attainment and TAGs specifically, is stored remotely and backed up as part of the paid-for-service.
  - One-Drive is used as a web-based repository for documentation and evidence related to the creation of TAGs. This is backed-up by Microsoft and is hosted virtually.
  - The majority of evidence is hard-copy and is retained in school in secure locations.

## Determining TAGs

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.

#### For Art and Design specifications:

- **Component 1** will be used to derive the entirety of the TAG.
- At our centre, this applies to GCSE Fine Art, GCSE 3D Design, GCSE Textiles Design, GCSE Photography, A-Level Fine Art, A-Level textiles and A-Level Photography.
- Student portfolios will not be externally moderated either virtually or by visit.
- Guidance is provided in assessing incomplete component 1 submissions.

#### For the EPQ (Extended Project Qualification):

- The EPQ award is covered by the guidance provided for AS and A-Level TAGs.
- Teachers will follow the same awarding processes as for other Level 3 subjects.

#### For all other subjects:

##### Stage 1: Grade Descriptors and The Evidence Base

- Heads of Department will be familiar with the **HoD Checklist** document.
- Heads of Department and Teachers will be familiar with the **Assessment Record Template**.
- Heads of Department will schedule, and run, department time for teachers to review materials provided by awarding organisations, before grading students:
  - **Grade descriptors (available now).**
    - General statements that give a high-level reflection of student performance characteristics.
    - Based on the AO's (Assessment objectives) for the relevant specification.
    - AO's are found in the relevant subject specification.
    - They apply to **all** awarding organisations.
  - **Exemplification materials (available 19<sup>th</sup> April).**
    - This uses student responses from historical examination scripts (and other sources) to illustrate midgrade performance in previous summer series in which exams took place.
    - Gives examples of the standards to use when making judgements.
    - For GCSE English Language and Mathematics, exemplification has also

been provided for Grade 3 to support decisions between a Level 1/2 pass.

- Teachers will begin by recording what content has been taught and has not been taught to their classes because of the impact of the pandemic. They will comment on whether the teaching has been 'deep' or 'superficial', with respect to any periods of remote learning.
- Recording will take place using the **Assessment Record Template**.
- Following this process, Heads of Department will provide formal confirmation to the Head of Centre that students have been taught sufficient content to form the basis for a grade.
- Teachers will familiarise themselves with the evidence base, noting the conditions under which each piece was undertaken, noting that more recent evidence is **likely** to be more representative of student performance, although there may be exceptions.

### **Stage 2: Grade Descriptors and The Evidence Base**

- Heads of Department will schedule and run department time for teachers to read through the 'worked examples' provided to assist in making grading decisions.
- Wherever possible the same range of evidence should be used for all students; the rationale for any exceptions must be documented at this stage.
- Teachers should be aware that their grading decisions will be subject to the school's overall quality assurance processes.
- Grades should be based on a holistic, objective judgement of the evidence of the students' performance on the subject content they have been taught.
- Consider the quality of the work in the evidence base in relation to:
  - the assessment materials.
  - the grade descriptors.
  - the exemplification available.
- Decisions about **potential** must not factor in the student's grades.
- When determining TAGs for tiered GCSEs, awards must reflect the tier of entry.

### **Stage 3: Considering U grades**

- At GCSE grade 1, a students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content, and achieved credit in some assessment objectives.
- Where the evidence for a student does not support this, the student should be graded unclassified (U).
- At AS and A level, student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E

descriptor.

#### **Stage 4: Considering other grades**

- Special consideration requests will not apply in the usual way this summer because students will not be taking their exams.
- The outcome and nature of student mitigation submissions will be made available.
- A **holistic judgement** about the grade can now be made **based on the evidence**.
- Using the grade descriptors will help identify how the range of evidence for a student aligns with the expected performance standards.
- Match the student's evidence to the **most suitable statements** within the grade descriptors.
- A student's collection of evidence may contain characteristics from different grade descriptors. For example, a student may show characteristics of a Grade 6 in one area, and characteristics of a Grade 2 in another area.
- For assistance with making grading decisions in such situations, please refer to Worked examples to assist teachers making grading decisions.
- **Teachers should determine the grade most appropriate for the standard of work produced by a student** and must **consider the full range of grades available** when doing so.
- When considering which grade is most appropriate, consider:
  - Each descriptor contains several statements describing features of typical performance at a grade, against which a student's evidence can be reviewed.
  - If a student's evidence securely matches the statements in a specific grade, consider the next descriptor above.
  - If a student's evidence goes beyond aspects of the statements at grade 6 in some areas, but does not match any (or few) of the statements in the higher descriptor (eg Grade 8), then the teacher can provide the intermediary grade, where one exists (eg Grade 7).
  - The same logic can apply across the grade range (eg Grade D for AS and A level).
  - Where a student's evidence has been graded, this may provide further assurance for the decision on a student's grade.
  - At GCSE, if a student's performance is stronger than the grade descriptors for a grade 8, you should consider assigning a grade 9.
  - At A level, if a student's performance is stronger than the grade descriptors for a grade A, you should consider assigning a grade A\*.
  - Evidence should be compared with the exemplification provided by awarding organisations.
  - Exemplification will not cover all areas of the specification.

### **Stage 5: Reaching a grade judgement**

- Professional experience and judgment will form a key part of this process.
- Due consideration must be given to **all** the evidence collected for each student.
- The holistic judgement across grade descriptors balances the coverage of differently graded work across.
- A grade derived based on a predicted trajectory or target grade is **not** permitted.
  
- Teachers will produce an **Assessment Record** for each subject cohort and will share this with their Head of Department.
- Any variations in the evidence base used for individual students will be recorded.

## 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.

- All teachers involved in deriving TAGs will have read and understood the Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will carry out an internal standardisation process.
- All teachers involved will be provided with training and support to ensure they take a consistent approach to:
  - Arriving at teacher assessed grades.
  - The marking of evidence.
  - Reaching a holistic grading decision.
  - Applying and the use of grading support and documentation.
- Internal standardisation will be conducted across all grades.
- 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 Steven Shaw and Emma White.
- 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

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.

- The comparison of TAGs to the outcomes of previous cohorts will take place after teachers have awarded TAGs.
- 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 (The Office of Qualifications and Examinations Regulation) guidance to convert legacy grades into the new 9 to 1 scale.
- We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.
- 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.

## 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](#)
- SLT will seek information from students and parents in relation to special consideration. This will be considered by SLT with either recommendations made to Department Heads on the application, or discussion to consider how a mitigating circumstance may have impacted on a student in a specific case. This will ensure consistency in applying any instances of special consideration.

## Addressing disruption/differential lost learning (DLL)

### F. 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.
- The individual mitigations will be considered by SLT.
- Mitigations may relate to specific pieces of evidence or more broadly to the period of the pandemic.
- SLT will consider each submitted mitigation, following up when necessary, before deciding if it is to be considered when deriving TAGs.
- SLT will seek information from students and parents in relation to disruption and lost learning. This will be considered by SLT with either recommendations made to Department Heads on the application, or discussions to consider how disruption and lost learning may have impacted on a student in a specific case. This will ensure consistency in applying any instances of special consideration.

## 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.
- bias in TAGs.

To ensure objectivity, all staff involved in determining TAGs 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.

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## 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.

### **G. 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 TAG 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

### H. 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.

- A robust consideration of each piece of evidence will take place, considering the conditions in which it was produced and with what level of support and prior knowledge.
- This will 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.

### *Conflicts of Interest*

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

#### **B. 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.](#)

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

*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.

**C. 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 (but not limited to):
  - 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.

- Staff and parents have been made aware that any attempt to influence their teachers' judgements, by applying pressure for example, about their grades is regarded as malpractice.
- The majority of instances will be dealt with by the centre internally, and we will retain clear and reliable records of the circumstances and the steps taken, and that students are made aware of the outcome.
- If the situation continues our Exams Officer will inform the relevant awarding organisation using the JCQ M1 form.



## Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

### A. Private Candidates

- Private Candidates will be assessed on a range of evidence, in a similar way to other students.
- The Exams Officer will contact Private Candidates to understand how the Private Candidate has been studying, what evidence they may have already generated, and how much of the specification content they have covered in their studies.
- The Exams Officer will share this information with the relevant TiC/HoD.
- Based on this contact, evidence will be selected, and the most appropriate types of assessment identified, which reflect the student's particular circumstances, including the content they have covered in their studies.
- The selection of assessment must be made with this information in mind.
- The TiC/HoD will confirm that sufficient curriculum has been covered to enable a grade to be arrived at.
- The Exams Officer will clearly communicate our assessment approach to any Private Candidates, before agreeing to make their entry, to help ensure the candidate and centre have the same expectations of the process.
- Where we wish to supervise an assessment, but the student is unable to sit the assessment at the centre, remote supervision can be used. We will use Exam.net for this purpose combined with remote observation using Microsoft Teams.
- We will ensure that assessments are the student's own, unaided work by either invigilating assessments on site or through the remote processes set out above.
- Private Candidates' results will be included in our internal quality assurance checks as far as possible, but they may need to be excluded from wider quality assurance exercises where, for example, their evidence base is different from the centre's other students.
- Private Candidates will be excluded from any check using our historical data.
- Evidence to support Private Candidates' grades may be reviewed during external quality assurance, but they will be treated separately in statistical analysis used to identify centres for checks.
- Appeals for Private Candidates will follow the same process as for other students.
- Types of evidence:
  - Pre-existing evidence
    - We will consider the conditions under any evidence was produced

and the level of confidence in its authenticity before deciding whether to accept it.

- Where evidence has been set, supervised and/or marked by a third party, we will ask for the evidence to be submitted directly by that third party.
  - We will ask for an accompanying supporting statement confirming the conditions under which any assessments were taken; whether any reasonable adjustments, access arrangements or special consideration were applied; that the third party is not aware of any potential conflicts of interest, for example that there is no personal or family relationship between the student and tutor; and that the third party will cooperate with the centre and the awarding organisation if needed, for example, during the appeals process.
  - We will make appropriate arrangements with a third party for the retention of evidence from the Private Candidate, in line with this guidance.
  - We will not accept pre-existing evidence if we have concerns about its authenticity.
- Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
  - In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

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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, **where available**, 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, is 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 because 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 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/guardians have been made aware of arrangements for results days.
- Results for Year 11 will be released on 12<sup>th</sup> August 2021.
- Results for Year 13 and 14 will be released on 10<sup>th</sup> August 2021.

## 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 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; we note that this is in consultation at the time of drafting this policy.

## Appendix 1: HoD Checklist

Declaration	Y/N
1. <i>Students' grades have been determined using only the evidence detailed in the subject's Assessment Record, including any variations for individual students.</i>	
2. <i>Where applicable, the students were given their approved access arrangements whilst producing the evidence contributing to the final grade and the access arrangements have been documented in the Assessment Record. If 'No', please detail below.</i>	
3. <i>Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was taken into account in determining candidates' grades according to the document JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021, and this has been documented in the Assessment Record.</i>	
4. <i>The evidence used has been authenticated as the candidates' own work.</i>	
5. <i>Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved schools or is dual registered).</i>	
6. <i>The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. Significant deviations are explained below.</i>	
7. <i>At departmental level, we have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidate, where appropriate, by all teachers.</i>	
8. <i>At departmental level, the teaching team have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments).</i>	
9. <i>As a department, I confirm that all teachers involved in generating TAGs:</i> <ol style="list-style-type: none"> <li><i>a. Have read the Centre Policy.</i></li> <li><i>b. Are familiar with the Assessment Record Form.</i></li> <li><i>c. Where an NEA has been used as evidence, have read the JCQ NEA guidance.</i></li> <li><i>d. Have gone through the grading worked examples provided by JCQ.</i></li> <li><i>e. Have completed training in unconscious bias and objectivity.</i></li> <li><i>f. Have read the Ofqual guidance to HoDs/teachers.</i></li> </ol>	
10. <i>We have followed the Centre policy in arriving at each student TAG. The Assessment Record details all staff involved in each TAG process, the work reviewed/considered, judgements and any adjustments made at a Department level. These records are readily available.</i>	
11. <i>Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.</i>	
12. <i>The teacher assessed grades for this subject have been signed off as being accurate by the Head of Department and one other teacher within the department.</i>	
13. <i>The evidence used to determine each students TAG has been placed into the Sports Hall. Where evidence is missing, this has been documented in the Assessment Record.</i>	

## Appendix 2: Assessment Record Template



### Farmor's School Assessment Record

FOR THE AWARDING OF GRADES IN SUMMER 2021

An Assessment Record **must** be produced and submitted for each subject cohort. By signing this form, you are confirming that it has been completed with reference to both the **Centre Policy** and to the **JCQ guidance** on the determination of grades for summer 2021.

Subject Title: \_\_\_\_\_

Subject Code: \_\_\_\_\_

Level: \_\_\_\_\_

Head of Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Subject teacher: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#	GCSE Evidence base	Date	Raw score	Weight
1	<b>Year 10 Test</b> <ul style="list-style-type: none"> <li>Class in test conditions.</li> <li>Past paper used with board mark scheme.</li> <li>Domain sampled from Y9 + Y10 (small).</li> <li>Not graded but mark given.</li> <li>No Access arrangements.</li> </ul>	10 to 12/2019		
2	<b>Year 11 Test</b> <ul style="list-style-type: none"> <li>Used the Jun 18/Nov 18 papers.</li> <li>Carried out in lessons.</li> <li>June by October half-term and in test conditions.</li> <li>Additional time offered, but not specifically access.</li> <li>November papers completed as open book.</li> </ul>	10/2020 12/2020	80 80	
3	<b>NC1: Number, Ratio and Proportion Non-Calculator Paper</b> <ul style="list-style-type: none"> <li>Exam conditions in class.</li> <li>Access arrangements provided.</li> <li>Domain sampled .....</li> <li>Exam board questions/mark scheme.</li> <li>Students directed on domain sample.</li> <li>Given formula sheet.</li> <li>Foundation/Higher tiers; 30% of overlap between papers.</li> </ul>	03/2021	50	
4	<b>CP1: Number, Ratio and Proportion Calculator Paper</b> <ul style="list-style-type: none"> <li>Exam conditions in class.</li> <li>Access arrangements provided.</li> <li>Domain sampled .....</li> <li>Exam board questions/mark scheme.</li> <li>Students directed on domain sample.</li> <li>Given formula sheet.</li> <li>Foundation/Higher tiers; 30% of overlap between papers.</li> </ul>	03/2021	50	
5	<b>AP1: Algebra skills paper</b> <ul style="list-style-type: none"> <li>Exam conditions in class.</li> <li>Access arrangements provided.</li> <li>Domain sampled .....</li> <li>Exam board questions/mark scheme.</li> <li>Students directed on domain sample.</li> <li>Given formula sheet.</li> <li>Foundation/Higher tiers; 30% of overlap between papers.</li> </ul>	03/2021	50	
6	<b>GE1: Geometry paper</b> <ul style="list-style-type: none"> <li>Exam conditions in class.</li> <li>Access arrangements provided.</li> <li>Domain sampled .....</li> <li>Exam board questions/mark scheme.</li> <li>Students directed on domain sample.</li> <li>Given formula sheet.</li> <li>Foundation/Higher tiers; 30% of overlap between papers.</li> </ul>	04/2021	50	
7	<b>STA1: Statistics paper</b> <ul style="list-style-type: none"> <li>Exam conditions in class.</li> <li>Access arrangements provided.</li> </ul>	04/2021	50	

### Appendix 3: Collated Data Discussion Template (Part 1)

Department		Subject	
HoD/Tic		Date	
SLT present			

<b>A: Introduction</b>	
<ul style="list-style-type: none"> <li>• Purpose is to be a sounding board on where they are with student data.</li> <li>• Go away with a clear idea of how/what assessment will work (refer to <b>Grade Award</b> summary)</li> <li>• What records will be kept. Portfolio approach. Need 'the evidence'.</li> <li>• Considering the nature of appeals to the school/recording/supporting.</li> <li>• Reminders on not giving on-going grade and that parents evening is the first point of consolidation.</li> </ul>	
Notes:	
<b>B: Reviewing documents</b>	
Spreadsheet provided for each class.	
Most recent data entry.	
Colour coded for confidence.	
Supporting narrative	
Follow-up actions needed on narrative/spreadsheets:	
<b>C: HoD narrative</b>	
<ul style="list-style-type: none"> <li>• Overall feeling about how secure the data is in terms of awarding grades.</li> <li>• Testing an example of confident data and contrasting to unconfident.</li> <li>• Does the data support the grading? <ul style="list-style-type: none"> <li>○ Do you need to collect in the evidence from students? (i.e. marked work).</li> <li>○ Confident if an external HoD audited the grades/awards?</li> </ul> </li> <li>• Do you have any concerns? <ul style="list-style-type: none"> <li>○ Students who don't have much? Make these known to us. <ul style="list-style-type: none"> <li>▪ Likely to be Y11 and may require a separate form if at the extreme end.</li> </ul> </li> </ul> </li> </ul>	
Notes:	



## Appendix 3: Collated Data Discussion Template (Part 2)

<p><b>D: Student example</b></p> <ul style="list-style-type: none"> <li>• Picking a student to test out awarded grading; is it justified?             <ul style="list-style-type: none"> <li>○ Unpick grade boundary.</li> <li>○ Consider most current evidence.</li> <li>○ Caution on language. Absolutes v indicative. Words mean much more now.</li> </ul> </li> </ul>
<p><b>Notes:</b></p>
<p><b>E: Future assessments</b></p> <ul style="list-style-type: none"> <li>• How many lessons are left?</li> <li>• Based on the discussion and collation, what is needed?</li> <li>• How will the domain be chosen?</li> <li>• Reminder on the conditions for testing:             <ul style="list-style-type: none"> <li>○ Anonymous marking</li> <li>○ Timed</li> <li>○ Mitigations:                 <ul style="list-style-type: none"> <li>▪ Closed book or Open book?</li> <li>▪ Formula sheets?</li> <li>▪ Guidance on content? Specifically.</li> </ul> </li> <li>○ Access arrangements</li> </ul> </li> <li>• Type of assessment tool:             <ul style="list-style-type: none"> <li>○ Past papers with a mark scheme?</li> <li>○ Teacher created assessment?</li> <li>○ How will the outcome be quantified and shared with students?</li> </ul> </li> <li>• Share form, which is a 'live document' to record the nature of assessments.</li> </ul>
<p><b>Notes:</b></p>

## Appendix 4: test Pattern Discussion Template (Part 1)

Department	Geography	Subject	Geography
HoD/Tic	CMC	Date	05/03/21
SLT present	SPS and EW		

### A: GCSE Geography proposed testing pattern

1	2	3	4	5	6	7	8	9	10
08/03	15/03	22/03	29/03	19/04	26/04	03/05	10/05	17/05	24/05
					TRF (TW)		HUM (TW)		
				TRF (CMC)				HUM (CMC)	
					TRF (AH)		HUM (AH)		
<b>Test TRF (The Rain Forest in Peru- Geographical Applications)</b>							Anonymous marking	N	
<ul style="list-style-type: none"> <li>Used 2019 Paper 3 pre-release materials provided by exam board.</li> <li>Launched with students 22/02, using the Zig Zag booklet to prepare.</li> <li>The test sampled work was studied over a 6-week period.</li> <li>Assessed using Zig Zag practice questions (like GCSE Paper 3).</li> <li>Mark scheme used + moderated (2 mock papers blended).</li> <li>50- 60-minute test.</li> </ul>							Access Arrangements	Y	
							Guidance on content	Y	
							Open book	N	
							Closed book	Y	
							Exam conditions	Y	
							Moderated outcome	Y	
<b>Tests HUM (Human Geography)</b>							Anonymous marking	N	
<ul style="list-style-type: none"> <li>Domain sample is over the entire course. <ul style="list-style-type: none"> <li>Typically, a mock, but shortened.</li> <li>Guidance on areas to study will be given.</li> </ul> </li> <li>Assessed using a range of questions: MCQ, longer etc + SPAG.</li> <li>Assessed using past paper questions with exam board mark scheme.</li> <li>50-60 minute test + moderation. <ul style="list-style-type: none"> <li>Class scripts shared between staff to remove bias etc.</li> </ul> </li> </ul>							Access Arrangements	Y	
							Guidance on content	Y	
							Open book	N	
							Closed book	Y	
							Exam conditions	Y	
							Moderated outcome	Y	
<b>Notes:</b>									
<ul style="list-style-type: none"> <li>Summary of existing evidence base: <ul style="list-style-type: none"> <li><b>Living World End of Unit test: 25 marks.</b> September 2020. Exam conditions in class. Access arrangements provided. Domain sample 8-week period. Exam board questions and students were directed on the domain sample. Scripts named and marked to an exam board scheme.</li> <li><b>Challenge of Urbanisation End of Unit test: 33 marks.</b> November 2020 Exam conditions in class. Access arrangements provided. Domain sampled 9-week period. Exam board questions and students were directed on the domain sample. Scripts named/ marked to board scheme.</li> <li><b>Natural Hazards and Rivers: 48 marks. Exam.net (remote).</b> Jan 2021. Access arrangements provided. Domain sampled 14-week period (Natural Hazards) and 6-week period (Rivers). Exam board questions and students directed on domain sample. Scripts named/ marked to board scheme.</li> <li><b>Glacial Landscapes End of Unit test: 30 marks.</b> Feb 2021. Exam.net used (remote) and access arrangements were provided. Domain sampled work over a 4-week period, used exam board questions and students directed on the domain. Scripts named/ marked to board scheme.</li> </ul> </li> <li>What will be the <b>weighting</b> of each assessment? <ul style="list-style-type: none"> <li>Thinking about a spreadsheet. Will have the data for 6 assessment points.</li> <li>Discussed the nature of holistic assessment.</li> </ul> </li> <li>Student examples.</li> </ul>									

### Appendix 5: Year 11 Test Pattern (v3.0)

GCSE Test Pattern (v3.0)			Term 4				Term 5				Term 6			
Level	Op	Course	B	A	B	A	B	A	B	A	B	A		
			8-Mar	15-Mar	22-Mar	29-Mar	19-Apr	26-Apr	3-May	10-May	17-May	24-May	7-Jun	14-Jun
GCSE		Maths			2			2			2			
GCSE		English (r= A B = B)		1		1	1	4	1	1	1	1	1	1
GCSE	AB	Science Separate					1	1	1	1	1	1	1	1
GCSE		Science Tril (r= A B = B)					1	4	1	1	1	4	1	1
GCSE	BD	History			1			1				1	1	
GCSE	BCD	Geography					1	2	1		2	1		
GCSE	C	Computing		2		2								
GCSE	AD	French			1	1			1	1				
GCSE	A	Spanish			1				1					
GCSE	B	Art (3D)							P					
GCSE	B	Art (Textiles)							P					
VOC	C	Hospitality						P						
GCSE	AC	Art (Fine)							P					MM
GCSE	C	PE				2				2			2	
GCSE	AB	Photography												MM
GCSE	CD	Business Studies					1	2		1	2		1	2
GCSE	AD	Media			1	1			1	1		3		
GCSE	D	Music				1		1		1			1	D
GCSE	A	Drama					1							P
VOC	D	HSC				1							1	
GCSE	B	Unit												
GCSE	BC	Sociology		2	1				2	1				

1	Subject test (green) and period of test (number)
P	Practical subject day (Hospitality P4/5 only)
D	Subject NEA deadline (for information)
M	Subject moderation of NEA components (for information)

Week A					Week B				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
		Enb/Sca		Op B		Op A			Op D
Ena/Scb	Op C		Maths		Ena/Scb		Maths		
								Enb/Sca	

### Appendix 6: Year 13 Test Pattern (v1.0)

Level	Op	Course	Term 4				Term 5				Term 6			
			B	A	B	A	B	A	B	A	B	A		
			8-Mar	15-Mar	22-Mar	29-Mar	19-Apr	26/04/2021	3-May	10-May	17-May	24-May	7-Jun	14-Jun
A-Level		Maths			4	4		4	4					
A-Level		Further Maths			3	3	3	3	3	3				
A-Level		Core Maths					3	3	3					
A-Level		English Lang + Lit			2	2	2	1	1		1			
A-Level		English Literature		1 1	2		5		3	1	2 3			
A-Level		Biology A									2 4			
A-Level		Biology B								3	2			
A-Level		Chemistry						5	4	5				
A-Level		Physics		5		5		3			2	5		
A-Level		History				D	1	4			1			
A-Level		Geography		D					2	1				
A-Level		Computing	1						1	D				
A-Level		French			5 1 2 3 2	1 2 3			1 2 3 2	1 2 3 4				
A-Level		Spanish			5 1 2 3 2	1 2 3			1 2 3 2	1 2 3 4				
A-Level		DT Product Design		2		4		2	1	1	D	1		
A-Level		DT Textiles							P P	D				
A-Level		Art (Fine)									D			
A-Level		Photography										D		
A-Level		Drama		2	1							4		
A-Level		Business Studies				1	2			1	2			
A-Level		Economics				5	3			5	3			
A-Level		Sociology			2				2		4			
A-Level		Psychology												
A-Level		Media												
A-Level		PE												
A-Level		Food												

  

1	Subject test (green) and period of test (number)
P	Practical subject day
D	Subject deadline (for information)
M	Subject moderation of NEA components (for information)
	Access Arrangements have been organised