

Ensuring Fairness in Assessment and Awarding

We aim to:

- **Award grades that are fair, valid, unbiased and based on evidence**
- **Be open and transparent in processes and communications**
- **Support students, teachers and parents/carers to achieve and appreciate this**



Overview

Centre policy

External quality assurance of policy

Gathering assessment evidence

Making assessment decisions

Making grading decisions

Internal quality assurance

Head of Centre approval

Submission of TAGs

External quality assurance

Results

Appeals

Centre Policy – intent

- *grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- *effective processes with clear guidelines and support for staff.*
- *internal quality assurance in the allocation of teacher assessed grades.*
- *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 on how they will be assessed is clear, in order to give confidence.*



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Centre Policy - Checklist

- **Training and procedures in place**
- **Evidence identified to students (Assessment record)**
- **Free from bias**
- **Access arrangements given and identified**
- **Special Consideration**
- **Authenticated (Student/Staff Authentication record)**
- **Evidence considered consistently applied**
- **Evidence considered against criteria**
- **Compared to historical record and deviations explained**
- **Reviewed and records kept (staff, processes, judgments and adjustments)**



Centre training timeline

Centre policies,
procedures and
records set up and
communicated.

Training
completed

Examination board
subject specific
training completed
and carried out

Assessment and
awarding



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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.**

...Candidate Assessment Record

Internal Quality Assurance

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at teacher assessed grades*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*



Special Consideration

- *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.*



Maintaining and recording objectivity

- *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 unconscious bias is more likely to occur when quick opinions are formed*



Maintaining and recording objectivity

- Marking own groups where more than 1 teacher teaches different groups
- Forming judgements based on names on papers
- Different evidence used
- One teachers mark paper 1, the other Paper 2 ...
- Candidate numbers and dob used on final assessments
- Agree evidence to be used (where possible)



Retention of work

<https://www.jcq.org.uk/wp-content/uploads/2021/03/Retention-of-evidence.pdf>

- For assessments completed prior to 24th March, the previously recorded marks are acceptable, however actual work samples may be required should an appeal take place.
- Assessment completed on or after the 24th March must be retained and available for inspection / appeals.



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Malpractice

- Will be investigated by examination boards
- Examples in policy “Confidentiality, malpractice and conflicts of interest” – staff and student
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- collusion: working collaboratively with other candidates, beyond what is permitted;
- copying from another candidate (including the use of technology to aid the copying);
- making a false declaration of authenticity;
- the deliberate destruction of another candidate’s work;
- Consequences include include the risk of a delay in receiving grades through to not being awarded grades



Q&A session

What happens if I am running late or miss an assessment?

Please call reception to let us know if you are running late...but try not to be. Get organised the night before, have a good breakfast and plan to arrive in good time. If you are running late then we will put in place arrangements to enable you to take the assessment if possible.

If you are ill and miss an assessment – again, please contact us and we will look to resolve. You may still be asked to take another assessment.

Q&A session

Does The Ladies' College have to get a certain number of each grade?

No. The historical performance is considered but only as part of the quality assurance process after the grades are awarded. Our rationale for doing the examination board provided assessments over the next few weeks is to collect robust, valid evidence so that if there is a discrepancy between the actual grades awarded and the historical profile we can justify it. It is recognised that with small groups, particularly at A-level, variation will occur.

Q&A session

Can the assessments A-level students have been doing in class still count as we have names on them?

Absolutely.

The use of candidate numbers applies to the high security, unseen papers you will take in the Hall only. This ensures we can prove objectivity in the assessment of your evidence so the examination boards accept it is fair, valid and supports the Teacher Assessed Grades.



Happiness
is not the
absence of
problems, it's
the ability to
deal with them.
Steve Maraboli



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