



Subject grading protocol Minster Trust for Education

GCSES FOR SUMMER 2021

ADAPTED FROM JCQ TEMPLATE

Background

Every centre must produce an Assessment Record for each subject cohort, that includes the sources of the assessment evidence being used and the rationale for the choice of evidence, 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 must also be recorded.

This document provides guidance to ensure an appropriate set of evidence is used in reaching a final grade and links to other key documents which should also be considered in the grading process.

It also captures the assessment materials used for each qualification (the assessment record).

The assessment record for each subject will be made freely available to students and families so they can raise any concerns about

Assessment Records take into account the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

Grading protocol

Criteria for evidence

The evidence used to reach the final grade should:

- Cover as much of the course content as possible, linked to specification requirements;
- Include questions accessible to lower attaining students and appropriately demanding tasks for higher attaining students;
- Authentically be the student's own work;
- Follow the guidance as detailed in the "Setting assessments to support grading" MITRE document;
- Use the same set of assessed materials (with a common mark scheme), although this will be adjusted for students who have missed specific content and/or assessments through the course.

Evidence weighting

- More recent evidence is likely to be more representative of student performance and should be given careful consideration.
- Where higher levels of control have been used, assessments are likely to give a fairer representation
- In reaching a grading decision, the following sequence should be considered:
 - 1st tier : What do the new assessments suggest should be the grade? (Note : in “performance” subjects this will include relevant assessment of those capabilities)
 - 2nd tier : Are new assessment outcomes supported by prior assessment earlier in the course or is there a need for adjustment?
 - 3rd tier : How do any additional NEA elements influence the overall grade? (Note : NEA elements in some subjects form a more significant proportion of the overall scheme of assessment)
 - 4th tier : Does school tracking data over time further confirm the grade or suggest the need for adjustment?

Grading guidance

In reaching a final grade, teachers should use above sequence of considerations and also make reference to any grading guidance provided by Ofqual, JCQ and individual awarding bodies. Further subject specific advice is due to follow from exam boards by 19th April. JCQ subject specific grade descriptors and worked examples that must be considered are found here:

<https://www.jcq.org.uk/summer-2021-arrangements/>

The submitted grade must fit with the tier of entry (where applicable) for the candidate.

Moderation and standardisation

Where more than one teacher is marking any new assessment that will form part of the evidence for grading a moderation process should be implemented. This could be:

- Peer marking of a sample of responses
- Single teacher marking of each question
- Blind marking

- Departmental moderation meetings to review assessed pieces

Avoiding bias

In awarding grades teachers must actively consider the following points:

- 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.

All teachers awarding grades should familiarise themselves with the Ofqual guidance on awarding objective grades : [Information for centres about making objective judgements \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/644242/Information_for_centres_about_making_objective_judgements.pdf)

Special consideration and adjustment

Reasonable adjustments for disabled students and access arrangements should where possible have been in place when evidence was generated. Where they were not, this must be considered when reaching a judgement. Input from specialist teachers should be sought as necessary.

Where illness or other personal circumstances might have temporarily affected performance in an assessed piece of work, centres should take that into account when making their judgements.

Any considerations or adjustments as detailed above must be captured and recorded on the separate JCQ grade variations form.

Assessment Record for determining teacher assessed grades in Summer 2021
National C of E Academy
Social Science
GCSE Religious Studies (Short course) OCR J125

Assessment Evidence Form

[To be completed by the Head of faculty for each subject, for each level (e.g. GCSE Maths, AS Maths and A Level Maths would require separate grids)]

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students will be recorded using the JCQ grade variation form.

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

	Type of Assessment	Unit – Beliefs and Teachings				Unit – Relationships and families				Unit – Dialogues within and between religious and non-religious beliefs and attitudes				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
1st tier – newly completed assessments														
Assessment 1: <i>Mock examination w/c 26th April</i>	<i>Mock examination in class</i>	Y	Y	N/A	N/A									M
Assessment 2: <i>Mock examination w/c 17th May</i>	<i>Mock examination in class</i>					y	y	N/A	N/A					M
2nd tier – prior assessments														
Assessment 4: Dialogues assessment	Formative in class practise assessment									Y	Y	N/A	N/A	L
Assessment 5: Dialogues assessment	Formative in class practise assessment									Y	Y	N/A	N/A	L
Assessment 7: November mock exam	Mock exam	Y	Y	N/A	N/A	Y	Y	N/A	N/A	Y	Y	N/A	N/A	H
3rd tier – Non-examined element (s)														
NEA 1: <i>[identifier]</i>														
4th tier - School tracking grades														
Tracking data: <i>[Date]</i>	Wider context – lower level of influence	Y	Y	N/A	N/A	Y	Y	N/A	N/A	Y	Y	N/A	N/A	L
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-														
All AO's covered in every assessment.														

Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-

Subject Title: _____ Subject Code _____

Head of faculty: _____ Signature: _____ Date: _____

Subject teacher (s): _____ Signature: _____ Date: _____
