

POLICY TITLE: Centre Policy for Determining Teacher Assessed Grades: Summer 2021



STATUS: Statutory

DATE RATIFIED: 30 April 2021

1.0 Statement of Intent

1.1 The purpose of this policy is 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 by ensuring:

- That teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- The operation of effective processes with clear guidelines and support for staff so that all staff involved in the processes clearly understand their roles and responsibilities.
- Teachers are supported to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- Historical centre data is taken into consideration in the process, and the appropriate decision making, in respect of teacher assessed grades.
- A high standard of internal quality assurance is used in the allocation of teacher assessed grades.
- Our centre meets its obligations in relation to equality legislation.
- The process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

2.0 Roles and Responsibilities

2.1 Our Governing Body will:

- Be responsible for approving our policy for determining teacher assessed grades.
- Ensure that the Head of Centre, the College's Principal or the Vice Principal as nominated member of the Senior Leadership Team, adheres to the policy when leading the process for determining teacher assessed grades.

2.2 Our Head of Centre, or the Vice Principal as nominated member of the Senior Leadership Team, will:

- Have overall responsibility for the College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- 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.
- Will ensure a robust internal quality assurance process has been applied and signed-off in advance of results being submitted.

2.3 Our Senior Leadership Team and Progress Leaders 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 when 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.
- Produce a Subject Assessment Record for each subject cohort, that includes the nature of the assessment, evidence being used, the level of control for assessments and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.

2.4 Our Teachers and SENCo will:

- Ensure that they conduct assessments under the College's appropriate levels of control and have sufficient evidence, in line with this 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 Joint Council for Qualifications guidance.

2.5 Our Examinations Officer will:

- Be responsible for the administration of our final teacher assessed grades and for managing the post-results services, including any appeals processes.
- Keep a record of staff signatures that confirm that all relevant documentation has been provided for them and that they understand and will adhere to this policy.
- Keep a record of training attended by staff involved in the process.
- Securely store and, when necessary, be able to retrieve the relevant evidence that teachers have provided to justify their decisions.

3.0 Training, Support and Guidance

3.1 The College will ensure that it trains, supports and guides teachers in determining teacher assessed grades this year by ensuring:

- Teachers involved in determining grades attend centre-based training to help achieve consistency and fairness to all students.
- Teachers engage with training and support that has been provided by the Joint Council for Qualifications and the awarding organisations where relevant.
- That teachers inform the Exams Officer of when training and support has taken place so that a record can be kept and additional training can be signposted where relevant.

3.2 The College recognises that there are some teachers who may require additional support and training because they are less familiar with assessments. With this in mind, the College will:

- Identify those staff who are Newly Qualified Teachers, Recently Qualified Teachers and teachers less familiar with assessment.

- Provide mentoring from experienced teachers for those who require it.
- Put in place additional internal reviews of teacher assessed grades for these staff.
- Record this additional training by notifying the Exams Officer who will hold a central record of training carried out so that additional training or support can be put in place where relevant

4.0 Use of Appropriate Evidence

4.1 In identifying the evidence that we will use to award teacher assessed grades, the College will give due regard to the section in the *'JCQ Guidance on the Determination of Grades for A AS Levels and GCSEs Summer 2021'* entitled: *Guidance on grading for teachers*.

4.2 In determining their judgements, teachers will:

- Have regard to the Ofqual Head of Centre guidance on recommended evidence, and any further guidance provided by awarding organisations.
- Retain and make available for the purposes of external quality assurance and appeals all candidate evidence used to determine teacher assessed grades, and associated documentation.
- Where appropriate, use student work produced in response to assessment materials provided by awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- Use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- Use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and that have been marked in a way that reflects awarding organisation mark schemes.
- Where appropriate, use internal tests taken by students.
- Where appropriate, use mock examinations taken over the course of study to support holistic judgements of a student's ability.
- Use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- Where appropriate, use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- Where appropriate, use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- 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.
- Keep a record of the assessments used.
- Where individual circumstances dictate it, consider using additional assessment material, with the reasons for this being recorded on the College's *'Assessment Record'* sheets.

4.3 The College will ensure the appropriateness of evidence and balance of evidence in arriving at grades by:

- Considering 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.
- Ensuring that we are able to authenticate the work as the student's own, especially if that work was not completed within the College.
- Considering 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.
- Considering the specification and assessment objective coverage of the assessment and record reason for decisions in relation to these on the College's *'Assessment Mapping'* form.

- Considering the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

5.0 Determining Teacher Assessed Grades

5.1 In determining teacher assessed grades our teachers will:

- Base them 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.
- Where relevant, ensure that 'blind' marking takes place.
- Take part in standardisation and moderation processes to ensure grades are arrived at fairly.
- Produce an '*Assessment Mapping*' form for each subject which will be submitted for review by the Head of Centre.
- Document any necessary variations for individual students.
- Produce an '*Assessment Record*' form for each assessment that is carried out, detailing the conditions under which the assessment was produced. *

**For those assessments that take place after 25 March 2021*

6.0 Internal Quality Assurance

6.1 In order to ensure consistency, fairness and objectivity of decisions, internal standardisation of teacher assessed grades will take place within and across each subject. The College will ensure that:

- All teachers involved in deriving teacher assessed grades have read this policy and have signed to acknowledge that they have done so and that they understand what their responsibilities are.
- 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
- Internal standardisation is conducted across all grades.
- The '*Assessment Mapping*' form is the basis for internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we review and reflect on individual grading decisions to ensure alignment with the standards as outlined by awarding organisation(s).
- Where appropriate, we amend individual grade decisions to ensure alignment with the standards as outlined by awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, that the output of this activity is reviewed by an appropriate member of staff within the College or, where relevant, using external support.
- In respect of equality legislation, we consider the range of evidence for students of different protected characteristics in our internal standardisation.

7.0 Comparison of Teacher Assessed Grades to Results for Previous Cohorts

7.1 In determining teacher assessed grades we will ensure that there is a comparison at qualification level to results for previous cohorts at our College taking the same qualification by:

- Compiling historical data on the grades awarded to our students in past June series in which exams took place (2017, 2018 and 2019), giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs and using the Ofqual guidance to convert legacy grades into the new 9 to 1 scale where required.
- Considering the size of our cohort from year to year.
- Considering the stability of our College's overall grade outcomes from year to year.
- Considering both subject and College level variation in our outcomes during the internal quality assurance process.
- Preparing 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, addresses the reasons for this divergence.
- Ensuring that our commentary on any divergence from the qualifications-levels profiles attained in previous examined years will be available for subsequent review during the awarding organisations Quality Assurance processes.
- Including within this document reference to the progress of cohorts of students to ensure fairness across cohorts.

7.2 If after completing this process, our initial teacher assessed grades for a qualification are viewed as overly lenient or conservative compared to results in previous years we will:

- Bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- Refer to and check all control measures have been followed to ensure the data submitted is reliable and robust.

8.0 Access Arrangements and Special Considerations

8.1 The College will ensure that the appropriate access arrangements are in place and that mitigating circumstances in particular instances are taken into account by:

- Ensuring all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#) in order to ensure consistency in the application of Special Consideration.
- Making every effort to ensure that Joint Council for Qualifications approved access arrangements or reasonable adjustments (for example a reader or scribe) are in place when assessments are being taken.
- Considering the value and worth of an assessment from the range of evidence where an assessment has taken place without an agreed reasonable adjustment or access arrangement.
- If any assessments are removed from a student's record, this will be recorded and alternative evidence obtained.
- Taking into account any illness or other personal circumstances that might have affected performance in assessments used in determining a student's standard of performance, when making judgements.
- Recording, 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.

9.0 Addressing Disruption/Differential Lost Learning (DLL)

9.1 We will address disruption or differentiated lost learning by:

- Determining teacher assessed grades based on evidence of the content that has been taught and assessed for each student.
- Continuing to review any COVID related absences during the period of assessment and taking appropriate action on any assessment due to be sat in this period – e.g. allow for its completion at home by remote supervision or arranging an alternative time for the assessment to be sat.

10.0 Objectivity

10.1 We will ensure that there is an objectivity in our decision making in relation to awarding teacher assessed grades by ensuring that:

- Teachers fulfil their duties and responsibilities in relation to relevant equality and disability legislation.
- Leaders, including the Head of Centre and Progress Leaders, 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, including any hidden forms of bias, and bias in teacher assessed grades.
- All teachers 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 a student's 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 helps to ensure that there are different perspectives to the quality assurance process.

11.0 Recording Decisions and Retention of Evidence and Data

11.1 In recording decisions and retaining evidence and data, the College will ensure that:

- Teachers and Progress Leaders maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- 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 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 comply with our obligations regarding data protection legislation.
- The grades accurately reflect the evidence submitted.
- Evidence is retained electronically or on paper with our Examinations Officer so that it can be readily shared with awarding organisation(s).

Authenticating Evidence

11.2 In order to ensure the authentication of the evidence, the College will ensure that:

- It has robust mechanism 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 College or with external tutors. Primarily, this

will mean that evidence that is used will be that which has been produced in high or medium control circumstances. Where this is not the case, students will be asked to sign to confirm that the evidence submitted is their own.

- It follows any guidance provided by awarding organisations to support these determinations of authenticity.
- Teachers and students understand that the awarding organisations will investigate instances where it appears evidence is not authentic.

12.0 Confidentiality, Malpractice and Conflicts of Interest

Confidentiality

12.1 The College will put in place measures in place to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based, by ensuring that:

- 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 students, parents and carers.

Malpractice

12.2 The College will ensure that it has measures in place to prevent malpractice and other breaches of exam regulations and will deal with such cases if they occur by:

- Reviewing our general centre policies regarding malpractice, maladministration and conflicts of interest to ensure they address the specific challenges of delivery in Summer 2021.
- Making all staff involved aware of these policies, providing training in them as necessary.
- Making all staff involved 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 are supported by evidence that they know to be inaccurate;
 - centres entering 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.
- Outlining 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 to all relevant staff.

Conflicts of Interest

12.3 This College will put in place measures to address potential conflicts of interest by ensuring that:

- All staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre, or Vice Principal as nominated member of the Senior Leadership, for further consideration.
- A list of those who may have a conflict of interest is placed with the Examination Officer and made available for consultation by the Senior Leadership Team and awarding organisations.
- Our Head of Centre, or Vice Principal as nominated member of the Senior Leadership, 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 carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

External Quality Assurance

12.4 This College will ensure that it has in place arrangements for all the relevant documentation and assessment evidence to be provided in a timely manner for the purposes of External Quality Assurance sampling by:

- Making all staff involved aware of the awarding organisation requirements for External Quality Assurance as set out in the Joint Council for Qualifications guidance.
- Properly keeping all necessary records of decision-making in relation to determining grades so that they can be made available for review as required.
- Retaining all student evidence on which decisions regarding the determination of grades has been based and ensuring that this can be made available for review as required.
- Clearly recording on the appropriate documentation 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.
- Briefing all staff involved on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and ensuring that they can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Ensuring 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.
- Making staff 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.

13.0 Results

13.1 In preparation for the issuing of results, the College will ensure:

- All staff involved are been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A Levels and GCSE results in the same week.
- Arrangements are in place for the necessary staffing on results to enable the efficient receipt and release of results to our students.
- That our Independent Careers Advisor is available on results days to provide all necessary advice, guidance and support, to students on receipt of their results.
- Guidance on the appeals process in place in 2021 is available for students.

- Appropriate staff are 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 and carers have been made aware of arrangements for results days.

14.0 Appeals

14.1 In order to prepare for any appeals that may be made and to ensure that they are handled swiftly and effectively, and in line with Joint Council for Qualifications requirements, the College will ensure:

- All staff involved are aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the Joint Council for Qualifications guidance.
- Internal arrangements are 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.
- Students 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 and carers.

15.0 Private Candidates

15.1 Should the College have any private candidates, we will provide and quality assure their grades by:

- Following the identical arrangements to the approaches utilised for internal candidates.
- Following the **JCQ Guidance on Private Candidates** where it may be necessary to utilise different approaches with any divergences from our approach for internal candidates being recorded on the appropriate documentation.

15.2 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 will be excluded from our analysis.