

Claverham Community College



Centre Policy for Determining
Teacher Assessed Grades.

Summer 2021



Statement of intent

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

Statement of Intent

This section provides details of the purpose of this document, within the context of our centre:

This policy has been written to confirm that:

- TAG's produced by the College have been determined fairly, consistently and effectively within and across departments.
- These grades have also been determined in a way which we believe to be free from both *conscious and unconscious bias*.
- Effective processes for the awarding of TAG's were in place throughout. Clear guidelines and support for staff were provided.
- All staff involved in the processes clearly understood their roles and responsibilities.
- JCQ and Ofqual guidance were used to support teachers when taking evidence-based decisions around determining grades.
- Historical centre data was considered throughout the process of allocating TAG's.
- Robust and *effective* internal quality assurance procedures were in operation during the allocation of TAG's.
- Obligations in relation to equality legislation were acknowledged and adhered to.
- Requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications were met in full.
- The process for communicating to candidates and their parents/carers how assessment would take place was clear and comprehensible.



Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

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

Head of Centre

- The Head of Centre, Mr Paul Swatton, will be responsible for approving our policy for determining TAG's.
- The Head of Centre has overall responsibility for the college as an examinations centre and will ensure that the roles and responsibilities of all staff are clearly defined.
- The Head of Centre will confirm that TAG decisions represent the academic judgement made by teachers and that the appropriate checks are in place to ensure these decisions align with the guidance on standards provided by awarding organisations.
- The Head of Centre has ensured a robust internal quality assurance process has been produced. This has been and signed-off in advance of results being submitted.

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final TAG's.
- ensure an effective approach within and across departments.
- review and authenticate TAG's from single teacher subjects.
- ensure that staff have a clear understanding of the internal and external quality assurance processes along with the role they play within these processes.
- 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 appropriate information required to allow accurate and fair judgments to be made.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- ensure assessments are completed under our centre's appropriate levels of control.
- have sufficient evidence, in line with the Centre Policy and guidance from the JCQ, to provide TAG's for every student entered for each qualification.
- ensure the TAG assigned to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on the content each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.



- produce an Assessment Record for each subject cohort. This will include:
 - the nature of the assessment evidence being used,
 - the level of control for assessments considered,
 - any other evidence needed to explain the determination of the final TAG's,
 - a record of any variations which have been made for individual students.
- provide the Examinations Officer with all of the evidence being used to justify their decisions.

Examinations Officer

Our Examinations Officer will:

- securely store the evidence provided by teaching staff etc that is being used to justify the grading decisions.
- be responsible for the administration of our final teacher assessed grades and for managing the post-results services and appeals.

Training, support and guidance

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

Training

This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year

- Centre based training has been provided to all teachers involved in determining grades in order to help achieve consistency and fairness to all students. This has been logged.
- Teachers will engage fully with all training and support that has been provided by the JCQ and the awarding organisations. A signed declaration will be provided by each individual.
- Only one NQT is involved with the assessment process this year. Mentoring and guidance has been provided from experienced teachers and members of the Leadership Team.
- TAG's submitted by NQT and less experienced teachers have been subject to additional scrutiny to ensure consistency.



Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

This section gives details in relation to our use of evidence.

- Teachers making judgements will have regard to the ***Ofqual Head of Centre guidance*** on recommended evidence, along with further guidance provided by awarding organisations. This has been included in the teacher declaration.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and placed in the exam store and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to a wide variety of assessment materials provided by our awarding organisations. These include:
 - mock examinations/internal tests taken over the course of study,
 - groups of questions,
 - past papers and
 - practice or sample papers.
- We will use NEA work when appropriate, even where this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We may use substantial class or homework (including work that took place during remote learning) where insufficient evidence is available from assessment.
- In performance-based subjects such as music, drama and PE, we will use records of a student's capability and performance over the course of study to inform awarded TAG's.

We provide further detail in the following areas:

Additional Assessment Materials

Where the College feels it is appropriate to do so:

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.



Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- The level of control under which an assessment was completed has been considered whilst determining grades.
- Any work that we are unable to authenticate as the student's own, will not be considered as part of our evidence base.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, inc. redrafting, where this is not a skill being assessed.
- The specification and assessment objective coverage of the assessment has been considered.
- Within individual assessments, the depth and breadth of knowledge, understanding and skills being assessed (especially higher order skills) will be carefully considered.

Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.



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.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out internal moderation and standardisation processes.
- 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
- A training log will be held to record this.
- Internal moderation and standardisation will be carried out across all subjects and grades.
- The Departmental Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Individual grading decisions will be reviewed and considered and amended where necessary, to ensure alignment with the standards as outlined by our awarding organisations.
- 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 take place in Child Care, Dance, Drama, Latin, Music Technology and Media Studies.
 - Grades will be reviewed by 2 members of the Leadership team.
- 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 fair and reasonable comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- Information on the grades awarded to our students in previous examination series was compiled and assessed.
- Variation in the size and make up of our cohort from year to year was considered.
- The stability of our centre's overall grade outcomes from year to year was considered.
- During the internal QA process, any subject and centre level grade variation was carefully examined.
- We will prepare a succinct report on the outcomes of the review against historic data this will be given to HoS, HoCentre and Governing Body. If there is significant divergence from attainment profiles of previous examined years, we will address the reasons for this divergence. Any commentary will be available for subsequent review during the QA process.

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale. This will be used to mitigate against leniency/severity when awarding TAG's
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- External benchmarking (FFT) will be used to ensure grades remain in line with College and National expectations.



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).

- Agreed access arrangements or reasonable adjustments (for example a reader or scribe) will be in place for qualifying students (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](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- TAG's for each student will be determined only using evidence provided by the content that has been taught and assessed for each student.



Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Centre have considered:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias); and
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and

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



Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements for recording decisions and to retaining evidence and data.

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Subject Leader use an electronic markbook to maintain records showing how the TAG process operated.
- We will ensure that each Subject Leader provides a 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.
- Obligations regarding data protection legislation have been fully complied with.
- Grades will accurately reflect the evidence submitted.
- Evidence will be retained in a secure centre-based system in a format that can be readily shared with our awarding organisations.

Authenticating evidence

D. Authenticating evidence

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

- Robust mechanisms will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- These mechanisms will include:
 - students must sign a declaration confirming that work submitted is their own
 - teachers who have marked a student's work will sign a declaration of authentication confirming that the work is solely that of the student concerned
 - in most cases, the work assessed will be conducted under the highest levels of supervision so work submitted can be confidently authenticated as belonging to the student concerned.
 - the assessment conditions laid down by JCQ specifications will be adhered to
 - work will be carefully scrutinised to ensure that, where there is doubt over its provenance, comparisons will be made to samples that are known to be authentic
 - where teachers are doubtful work belongs to a particular student, this will be thoroughly investigated and, if necessary this evidence will be discounted
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. To support these determinations of authenticity, we will follow all guidance from awarding organisations when it is received.



Confidentiality, malpractice and conflicts of interest

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.

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures we will use to prevent malpractice &, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- Our general centre policies regarding malpractice, maladministration & conflicts of interest have been reviewed to ensure they address the 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:
 - breaches of internal security;
 - deception;
 - improper assistance to students eg over direction in preparation for assessments;
 - failure to appropriately authenticate a student's work;
 - allegations that grades are supported by evidence centres know to be inaccurate;
 - entering students who were not originally entered 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 including TAG's.
- 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.



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

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades have been required to 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.

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.
- Student evidence used to make decisions regarding the determination of grades has been retained* and can be made available for review as required. *(Where any evidence used to decide TAG's is not available, this will be clearly documented e.g. where material has been returned to students & cannot be retrieved).
- All staff have been briefed on the possibility of interaction with awarding organisations during the different stages of the External QA process to ensure they can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External QA process.
- Staff are aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, e.g. 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.

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 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.



Private candidates

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

A. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

In the 2021 assessments we have only 1 private candidate.

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are similar to the approaches utilised for internal candidates. Our internal candidate will provide the centre with copies of mock examinations taken with their tutor.
- Where possible the centre will arrange for the candidate to sit an assessment at the centre, which will be marked by the candidates tutor, this assessment will be used as a control piece to verify the student's capability when reviewing the submitted mocks.
- 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.