
Centre Policy for determining teacher assessed grades – summer 2021:
WQE

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, as appropriate to our centre:

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across Curriculum Areas and subjects.
- 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 Joint Council for Qualifications guidance.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of 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 how they will be assessed is clear, in order to give confidence.

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

- Our Head of Centre has overall responsibility for the College as an examinations centre and will ensure, through members of ELT, that clear roles and responsibilities of all staff are defined.
- Our Head of Centre 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.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Executive Leadership Team (ELT)

Our Executive Leadership Team will:

- be responsible for approving our Policy for Determining Teacher Assessed Grades.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- monitor, at a strategic level, the implementation of this Policy.
- ensure an effective approach within and across Curriculum Areas.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Support and monitor the detailed work of the Curriculum Areas, Welfare & Skills Team and Business Support Service Teams they line manage to ensure the appropriate implementation of this Policy.

Curriculum Area Leaders

Our Curriculum Area Leaders will:

- ensure that all teachers within their Curriculum Area 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.
- provide training and support to our other staff, including teachers involved in assessment and the determination of TAGs.

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- Be responsible for setting the detailed assessment regime at a subject level, including the selection of assessments, the arrangements for marking and the recording of assessment grades leading to the final Teacher Assessed Grade (TAG). This will be through writing a detailed Assessment Plan for each course.
 - ensure that a Curriculum Area Leader Checklist is completed for each qualification that they are submitting.
 - Support the Head of Centre in authenticating the preliminary outcome from single teacher subjects.
 - support the Head of Centre in the quality assurance of the final Teacher Assessed Grades (TAGs).

Head of Welfare and Skills

Our Head of Welfare and Skills will:

- Ensure, in collaboration with Curriculum Area Leaders and teachers, that access arrangements are put in place for all students that require them
- Ensure that Clinically Extremely Vulnerable (CEV) students have Individual Assessment Plans (IAPs) that are negotiated with students and Curriculum Area Leaders and are communicated to parents.

Teachers

Our teachers will:

- undertake training and/or appropriate reading to ensure understanding of the appropriate this Centre Policy, associated guidance and procedures
- ensure, in collaboration with Curriculum Area Leaders, that 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 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 JCQ guidance.
- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, 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 will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Head of CIS and Exams:

Our Head of CIS and Exams will:

- oversee the timetabling arrangements for whole-college assessment periods.
- oversee the administration of our final TAGs and post results services

Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final TAGs and for providing the post-results services.

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

- The training of teachers with regard to TAGs will be mainly done via Curriculum Area Leaders and through appropriate guidance, reading or resources provided to them through the Associate Principal (Curriculum & Planning)
- Teachers will be provided with all necessary training materials, both those generated internally and those from JCQ and awarding bodies.

Support for Newly Qualified Teachers and teachers less familiar with assessment

This section provides details of our approach to training, support and guidance for newly qualified teachers

- We will provide mentoring from experienced teachers to the very small number of NQTs in the College. This process will include additional reviews of their assessment work.

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, and further guidance provided by awarding organisations.
- All available 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 will be held by Curriculum Area Leaders and be accessible to appropriate ELT members
- Curriculum Area Leaders and subject teaching teams will generate their own assessment materials, although this will normally be drawn from the suite of available past or exemplar papers, with appropriate mark schemes being adopted. This will be overseen, co-ordinated and documented by Curriculum Area Leaders.
- Where non-exam assessment work is a component of the course, this will normally be included in the subject assessment plan, even if this has not been fully completed.
- Subject assessment plans will normally use a mixture of the following sources of assessment information:
 - Teacher judgement based upon substantial pieces of work from across the period of study
 - In-class assessments as outlined in the Assessment Plans
 - Assessments taken during two whole-college assessment weeks
 - NEA where appropriate
 - Portfolios of work for Art & Design
 - Subject records of a student's capability and performance over the course of study in performance-based subjects, such as Music, Theatre Studies and PE.

We provide further detail in the following areas:

Additional Assessment Materials

- Where appropriate, such as in the case of CEV students, 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 design assessment materials to support consistency of judgement between teachers or classes by giving everyone the same tasks to complete.

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

- 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. The majority of the evidence used will be conducted under a High level of control.
- 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 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.

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 follow the JCQ guidelines in producing a TAG that is the "best fit" for each individual student in order to arrive at holistic judgements. The grade descriptors produced by JCQ will play a role in reaching these decisions.
- 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 follow the Assessment Record for each subject cohort prepared by the Curriculum Area Leader. 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 Curriculum Areas.

- 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 set, which represents the overwhelming majority of our work, we will ensure that our centre carries out an internal standardisation process. This will be overseen by the Curriculum Area Leader in conjunction with the relevant member of ELT.
- 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 and across all assessments.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisations. Following the generation of TAGs, the outcomes implied by these will be checked against the aggregated outcomes from 2017 – 2019 for the two legacy colleges, as the College was newly-formed by a merger in 2018. Where there is a significant difference, the reasons for this will be clearly outlined. Further details of this process are outlined below.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisations.
- In the very rare cases where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the relevant Curriculum Area Leader
- 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.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019). As the College was formed by a merger in 2018, this will require the consideration of the data from the two legacy colleges.
- 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.
- Curriculum Area Leaders will, in collaboration with the relevant member of ELT, 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 guidance to convert legacy grades into the new 9 to 1 scale.
- 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 which will normally be determined in consultation between the Curriculum Area Leader and the Head of Welfare and Skills. This will be documented with the assessment evidence for the affected individual.
- 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. In such cases, and where evidence is provided, we will attempt to give the student a further assessment opportunity or use a suitable alternative assessment where one exists. This will be documented with the assessment evidence for the affected individual.
- 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.

- Teacher assessed grades will be determined based on evidence of 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 and Curriculum Area Leaders 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 teacher assessed grades.
- Assessments conducted after Easter 2021 will be marked without the marker knowing the student's name. Where possible, assessments may be marked by a teacher who did not prepare the student for the assessment.

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.
- Teachers will be expected to read the Ofqual paper "Information for centres about making objective judgements."

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 to 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 Curriculum Area Leaders maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades. A centrally-produced Excel worksheet will be used for this.
- 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 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 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. This will largely take the form of assessments being conducted under a High level of control.
- 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/carers.

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.

B. 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:
 - 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.

Conflicts of Interest

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 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.

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.

- The only Private Candidates being provided with TAGs by the College in 2021 are those ex-students who would have resat exams at the College had they gone ahead as planned.
- Our arrangements for assessing Private Candidates to arrive at appropriate grades are based upon the approaches utilised for internal candidates.
- 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.

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 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, will be 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 as a result 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 that 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/carers 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 and processes for these will be overseen by the Associate Principal (Curriculum and Planning).
- Information on the processes for appeals will be available to candidates at the time of results distribution
- 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/carers.