

TORQUAY GRAMMAR SCHOOL FOR GIRLS - CENTRE NUMBER: 54357

CENTRE POLICY FOR DETERMINING TEACHER ASSESSED GRADES – SUMMER 2021:

The purpose of this policy is:

1. To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
2. To ensure the operation of effective processes with clear guidelines and support for staff.
3. To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
4. To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
5. To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of teacher assessed grades.
6. To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
7. To support our centre in meeting its obligations in relation to equality legislation.
8. 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.
9. To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

Note - It is the responsibility of everyone involved in the determination of teacher assessed grades to read, understand and implement the Centre Policy.

THE ROLES AND RESPONSIBILITIES WITHIN T.G.G.S.

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.

Head of Centre

1. The Head of TGGS, Dr. Nicholas Smith, will be responsible for approving our policy for determining teacher assessed grades.
2. The Head of TGGS, Dr. Nicholas Smith, has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
3. The Head of TGGS, Dr. Nicholas Smith, 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.

4. The Head of TGGs, Dr. Nicholas Smith, will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team and Heads of Department

Our Senior Leadership Team, led by James Gregory, Deputy-Head, and Tania Grigg, Head of Teaching/Learning will work with all Heads of Departments to:

1. Provide training and support to our staff.
2. Ensure effective quality assurance procedures are in place.
3. Ensure an effective approach within and across departments.
4. Ensure that smaller departments work with other schools to ensure that the grading is verified.
5. Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
6. Ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
7. Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
8. Ensure teachers have the information required to make accurate and fair judgments, in particular ensuring that departments access information supplied by examination boards, including exemplar work.
9. Ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
10. Ensure that a Student/ Department Cover Sheet is provided for each student.

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

1. Ensure 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.
2. 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.
3. Make judgements based on what each student has been taught and what they have been assessed on.
4. Produce an Assessment Record for each subject cohort and individual Student Cover Sheets, 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.
5. Securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer, Tracey Northeast, and Head of Assessment, Debbie Halliday, will be responsible for the administration of our final teacher assessed grades. The former will manage the post-results services with support from the Senior Leadership Team.

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.

1. Teachers involved in determining grades at T.G.G.S. have attended two courses run by Senior Leadership. One of these was on using mark schemes effectively and avoiding unconscious bias (completed in last week of Spring Term 2021). The second course was delivered to all Heads of Departments and focused on effective department quality assurance systems.
2. In the first 4 weeks of the Summer Term, 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.
 - Reaching a holistic grading decision
 - Malpractice challenges.
3. Where additional training is deemed to be needed by the Senior Leadership Team, teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
4. The relevant Head of Department will provide mentoring and review all processes and assessments made by our one NQT.

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*.

1. Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
2. All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
3. Departments will choose what evidence is most appropriate. Departments have been allocated assessment slots in school on the basis that students will experience equal conditions, and it is also when the students are in the best position to be assessed on a spread of assessment objectives. The school remotely invigilates students completing recent assessments at home. The school will only use homework, tests evidence or lockdown work if it is considered to be fair to all students and of genuine value as an assessment.
4. All students taking a subject have similar evidence – the students have been made aware what this evidence is. In exceptional personal circumstances, the departments

will determine how significant these exceptional circumstances are – if they are significant, then other evidence may be substituted in these rare cases.

5. Subjects which have a practical element will, where possible, include this element in their evidence.

ADDITIONAL ASSESSMENT MATERIALS

Additional Assessment Materials – AAM – refers to material supplied in the Spring 2021 to T.G.G.S by examination boards.

1. We will look to use where appropriate 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.
2. We will look to use where appropriate additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
3. 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.

T.G.G.S. will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

1. 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.
2. 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 school or college.
3. 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.
4. We will consider the specification and assessment objective coverage of the assessment.
5. We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

AWARDING TEACHER ASSESSED GRADES BASED ON EVIDENCE

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

1. Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing.
2. Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.

3. Our teachers will produce a Cover Sheet for each student setting out how the grade has been determined.

INTERNAL QUALITY ASSURANCE

This section of our Centre Policy outlines the approach T.G.G.S. will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

1. We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
2. In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
3. Where there is only one teacher involved in marking assessments and determining grades, then these departments will work with other local schools to ensure consistency of judgment. The Senior Leadership Team will also do an additional review to check procedures.
4. 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.

1. We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
2. We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
3. We will consider the stability of our centre's overall grade outcomes from year to year.
4. We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
5. We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from profiles attained in previous examined years, will address the reasons for this divergence. This commentary will be part of the submission for each subject by the Head of Department.

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

ACCESS ARRANGEMENTS AND SPECIAL CONSIDERATIONS

This section of our Centre Policy outlines the approach T.G.G.S. will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

1. 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.
2. 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., or we will make reasonable adjustments in our assessment to recognise the disadvantage the student faced. This will be made clear in the Cover sheet.
3. 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. This will be made clear in the Cover sheet.
4. We will record, as part of the Cover sheet for each student for each subject, 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.

ADDRESSING DISRUPTION/DIFFERENTIAL LOST LEARNING (DLL)

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

Senior Leaders, Heads of Department and Centre will consider:

1. Sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
2. How to minimise bias in questions and marking and hidden forms of bias.
3. Bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware through our training of how unconscious bias can skew judgements. The evidence presented should be valued for its own merit as an indication of performance and attainment.

We are committed to a policy that stresses that teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.

The school is also committed to a rigorous internal standardisation process with the aim of ensuring that assessments are fair.

RECORDING DECISIONS AND RETENTION OF EVIDENCE AND DATA

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

1. We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
2. We will comply with our obligations regarding data protection legislation.
3. We will ensure that the grades accurately reflect the evidence submitted.
4. 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 organisation(s).

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 'robust mechanisms' include: -

1. Staff observing online students who are completing assessments off-site.
2. Comparison of any assessments completed off-site with those done on-site.
3. The same timings applied to any assessments off site as to those on-site;
4. Parents and student signing a document validating the work the student has done off-site.

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.

1. All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.

2. 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.

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.

All staff involved will be 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

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 will be outlined to all relevant staff in the first half of the Summer Term.

CONFLICTS OF INTEREST

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

1. 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, Dr. Smith, for further consideration.
2. Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff.

PRIVATE CANDIDATES

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

1. Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
2. 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 Cover Sheet.

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.

1. All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
2. All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
3. 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 Cover Sheet.
4. 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.

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.

1. 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.
2. 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.
3. 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.
4. Such guidance will include advice on the appeals process in place in 2021 (see below).
5. 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.
6. Parents/guardians will be 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.

1. All staff involved will be made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
2. Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
3. Learners will be appropriately guided as to the necessary stages of appeal.
4. 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.
5. 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.
6. Appropriate information on the appeals process will be provided to parents/carers.