

Centre Policy for determining teacher assessed grades summer 2021

Statement of Intent

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- 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

Our Head of Centre

- Our Head of Centre, Craig D’Cunha, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the Chantry Academy as an examinations centre and will ensure 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.

Our Vice Principal (Progress) with responsibility for Quality Assurance

- Our Vice Principal (Progress), Trudy Stannard, 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 and 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.

Heads of Departments

- Our Heads of Department will 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 and are aware of the internal standardisation activities at the start of the Summer term 2021 and subject moderation process.
- Ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade through internal standardisation activities and following the internal moderation process.
- Ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- Produce an exemplar Assessment Record for the subject clearly identifying included within 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 which have been recorded by individual teachers will be checked by the Head of Department.
- Ensure evidence is securely store in locked in cupboards within the teaching space or secure online during collation and be able to retrieve sufficient evidence to justify subject decisions prior to transferring to the Academy secure central store (room 123) by Friday 11th June 2021.

Teachers

- Our teachers will ensure that they have read and understood the Head of Department Checklist.
- Ensure that the Subject Teacher Checklist (Appendix B) is read, understood, completed and returned to their Head of Department.
- 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 entered for the qualification.
- Produce an Assessment Record for the subject cohort in consultation with the Head of Department, 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.
- 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 JCQ guidance which has been shared during CPD session on 16th April 2021.
- 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.
- Securely store within teaching space/online and be able to retrieve sufficient evidence to justify their decisions.

SENCo

- Our SENCo Emily Ruddock, will ensure agreed access arrangements or reasonable adjustments (for example a reader or scribe) are in place for students when assessments for evidence are being undertaken.
- Ensure that staff are briefed and updated on access arrangements for cohorts.
- Deliver training provided for NQT if required on supporting access arrangements.

Examinations Officer

- Our Examinations Officer, Jayne Dean, will be responsible for the administration of our final teacher assessed grades.

- The management of post-results services.
- Monitoring updates from awarding organisations and JCQ and forwarding to key personal with read receipts.

Training

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

- Teachers involved in determining grades in our centre will attend centre-based training to help achieve consistency and fairness to all students. This will take the form of whole staff briefings during designated day at the start of the summer term to check understanding and to provide updates from JCQ, awarding organisations and to inform about internal practice, procedures, timelines and quality assurance measures which in place.
- Teachers will engage fully with all training and support that has been provided by external agencies including the Joint Council for Qualifications and the awarding organisations for their subjects
- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment. Where this is not available for a subject internally we will link with the two other ALT secondary schools to source a subject specific mentor if available for the same awarding organisation.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate. Subject challenge meetings to review the data with the Head of Centre, Vice Principal (Progress) and Head of Subject will take place at the start of the summer term to review interim grades for evidence are being robustly recorded in order to inform the final TAG to ensure transparency.

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 as well as reviewing the internal communications in relation to TAG updates for Summer2021.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained by subject leads under secure storage. This will be made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past subject examination papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflects the specification, staff will consider what has been taught as well as in the degree of depth, following the same format as awarding organisation materials, and mark in a way that reflects awarding organisation mark schemes.
- We will use substantial class work with internal invigilation under controlled conditions.
- Homework (including work that took place during remote learning) will be used where this can be declared and authenticated as the students own work.
- We will use internal tests taken by pupils.
- We will use PPE1 exams taken in October/November under exam conditions with external invigilators and other mini PPEs over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

Additional Assessment Materials

- Additional assessment materials will be used 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 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 an element of the specification hasn't been taught.
- Additional assessment materials will be used to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.

Chantry Academy will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the specification, subject plan in place and any adaptations due to disruption/differentiated Lost Learning (DLL) 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.
- 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.
- 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. Internal authentication form to be completed
- 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.

Teacher Assessed Grades (TAGs)

- 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, following Head of Department agreement in advance and will share this with their students so they are informed of the evidence which will be collected to inform judgements. Any necessary variations for individual students will also be shared.

Internal Quality Assurance

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In the following subjects, English, Maths, Science, History, Geography, Languages, Imedia, Sport, Performing Arts, Dance, Technology, Health and Social Care, 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 by the timeline provided across the Academy and completed internal documentation is forwarded to the Vice Principal (Progress) for validation with evidence of scrutiny, tolerance against grade boundaries and identification of action that needs to be taken if evident as a result of the activity.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Marking of evidence
 - Applying the use of grading support and documentation
 - Reaching a holistic grading decision
 - Arriving at teacher assessed grades
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.

- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments such as art and music and determining grades, then the output of this activity will be reviewed by the related Senior Leader link for the subject who is deemed to be an appropriate member of staff within the centre.
- 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. The Internal moderation sample will be centrally generated by the Vice Principal (Progress) to ensure the integrity of the process and transparency.

Comparison of teacher assessed grades to results for previous cohorts

Chantry Academy has an internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in the 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.
- We will bring together other data sources eg FFT that will help to quality assure the grades we intend to award in 2021 if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.
- We will omit subjects that we no longer offer from the historical data, consider the size of our cohort and 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.
- We will 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.

8. Access Arrangements and Special Considerations

Reasonable adjustments 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 evidence 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 our internal document : [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing Disruption/Differentiated 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

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

Senior Leaders, Heads of Department and Centre 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); and
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will:

- be made aware of the malpractice guidelines.
- informed about unconscious bias and judgements.
- demonstrate that teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics
- ensure that the evidence presented should be valued for its own merit as an indication of performance and attainment;
- be made aware that unconscious bias is more likely to occur when quick opinions are formed and attention drawn to the Appeal procedure available for students.

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

- We will ensure that teachers and Heads of Departments maintain subject assessment plans and records that show how the teacher assessed grades process operated, including the 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 a timeline for recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- 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 using GO4 and/or on paper in our secure centre-based system that can be readily shared with our awarding organisation(s) on 18th June 2021.
- Final TAG grades will not be shared/communicated beyond the Academy prior to the GCSE results day

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.

- Students will receive an assembly by the Vice Principal (Progress) and also be supported by pastoral tutors to communicate and reinforce understanding surrounding the process of authenticity and its importance in a fair, robust process for the Summer Grades 2021
- Students will be directed to complete a revised Student Declaration for 2020/21. This will be an amended version of the one distributed in September 2020. These will be held centrally by the Exams Officer upon completion.
- Robust mechanisms, which will include the student declarations and completion of evidence, exam style questions in exam style conditions within lessons, 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.

- We will follow all guidance provided by awarding organisations to support instances under investigation where it appears evidence is not authentic.

Confidentiality, malpractice and conflicts of interest

Confidentiality

- 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 and dates these take place 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 and the Policy uploaded to the Chantry Academy website in the interests of transparency.

Malpractice

- 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 internal policies, and have received training in them as necessary. Staff have confirmed in writing that they have read, understood and will comply with the relevant policies.
- To prevent acts of malpractice 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.
- Staff have also been made aware of 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.

Conflicts of Interest

- 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.
- Staff have been directed to sign internal the internal declaration of interest which is reviewed and stored by the exams officer.
- 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 if to separate duties and personnel to ensure fairness in later process reviews and appeals.

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 (stage 3) as set out in the **JCQ Guidance** and further updates received in April 2021.
- All necessary records of decision-making in relation to determining grades will be properly kept and made available for review as required.
- All student evidence on which decisions regarding the determination of grades will be retained in a secure location (room 123) 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 during whole school briefing at the start of the Summer Term 2021 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 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 the GCSE results for Summer2021.
- Arrangements will be made to ensure the necessary Senior Leadership staffing, 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 impartial Careers Officer, post 16 providers and pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below). This will also be provided to students in advance and uploaded to the main Academy website.
- 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 details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- 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.
- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer2021, as set out in the **JCQ Guidance**.

- Learners have been appropriately guided as to the necessary stages of appeal through year assemblies and via pastoral tutors.
- 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 communicated via the website to parents/carers.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals.