

Sutton Coldfield Grammar School for Girls

Centre Policy for determining Teacher Assessed Grades Summer 2021

[To be submitted to the Joint Council for Qualifications (JCQ) and published on the school website by 30 April 2021]

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Statement of Intent

- To ensure our centre meets the requirements set out by the Department of Education, Ofqual, JCQ and awarding organisations for Summer 2021 qualifications.
- To ensure the operation of effective processes with clear guidelines and support for staff, ensuring that staff involved in the processes understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with JCQ guidance.
- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To ensure the consideration of historical centre data before teacher assessed grades are submitted.
- To support our centre in meeting its obligations in relation to equality and disability legislation.
- To ensure students are aware of the evidence being used to determine their grades before the grades are submitted to the examination boards.
- To ensure the process for assessing candidates is communicated clearly to students and parents/carers.

Glossary of Terms used in this Centre Policy

Assessment Tasks	A set of centre-devised assessments are intended to be taken by all candidates in April/May 2021 for each qualification for which they have been entered. The tasks will reflect the specification and follow the same format as awarding organisation materials. The Assessment Tasks will take place in classrooms and be marked in a way that reflects awarding organisation mark schemes, with candidates identified by candidate number rather than name to minimise the possibility of unconscious bias. Internal standardisation processes will ensure that the marking of individual tasks is consistent within departments.
Assessment Records	Heads of Department will produce separate Assessment Records for each qualification for which a cohort of students has been entered. Assessment Records will include (1) the nature of the assessment evidence being used (2) the level of control for assessments (3) the marks gained by each student in the assessments (4) any necessary variations for individual students and (5) the proposed teacher assessed grades.
Head of Department Checklists	Once Assessment Records have been finalised, and before grades are submitted for internal standardisation, checklists will be completed by each Head of Department. These will be signed by two teachers (the Head of Department and a second teacher in the department) to confirm that the centre policy has been followed throughout the process of determining teacher assessed grades. For single subject departments, the Deputy Headteacher (Curriculum) will authenticate along with the Head of Department.
Statements of Evidence	There will be one Statement of Evidence for each candidate which will be issued to students in June 2021. Each statement will include (1) the assessments used in determining teacher assessed grades (2) details of any access arrangements and (3) information about any mitigating circumstances which might have affected performance in individual assessments. Students will be required to sign their statements to confirm whether agreed access arrangements were in place, that details of any mitigating circumstances have been communicated to school and that all assessed work is their own. Students will return the signed statements before teacher assessed grades are submitted to examination boards.

Roles and Responsibilities

Head of Centre, Dr Barbara Minards

- Overall responsibility for the school as an examinations centre.
- Approval of Centre Policy for determining teacher assessed grades.
- Ensuring that roles and responsibilities of staff are defined.
- Ensuring appropriate training is in place.
- Ensuring staff have a clear understanding of internal and external quality assurance processes.
- Confirming 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.
- Ensuring a robust internal quality assurance process is produced and signed-off in advance of results being submitted.

Deputy Headteacher - Curriculum

- Providing guidance and support to Heads of Department and other subject teachers.
- Ensuring an effective approach is taken within and across departments, including overseeing the design of the April/May 2021 Assessment Tasks schedule for all subjects and qualifications.
- Confirming with Heads of Department which content from each specification will be covered in the Assessment Tasks.
- Ensuring assessments are conducted under the appropriate levels of control with reference to guidance provided by JCQ.
- Overseeing the process of Assessment Records being completed for each qualification.
- Ensuring the Heads of Department Checklists are completed by all Heads of Department.
- In cases where all students entered for a qualification were taught by one teacher in a single teacher department, authenticating the preliminary outcome and confirming with the Head of Department that the Assessment Record is accurate.
- Overseeing the process of candidates being issued and signing a Statement of Evidence for the qualifications for which they have been entered.
- Supporting the Head of Centre in the quality assurance of the final teacher assessed grades.

Heads of Department

- Confirming which content from the specification has been taught to all students in a subject cohort.
- Ensuring an effective and consistent approach to the assessment process is agreed within departments and that all teachers have the information required to make accurate and fair judgements in deriving a grade.
- Ensuring Assessment Tasks are prepared that cover the agreed specification content for each qualification and overseeing the moderation of the marking of tasks within their departments.
- Storing securely marked work such as non-examination assessment (NEA) tasks, ensuring that the work can be retrieved easily if needed.
- Ensuring there are available copies of questions from marked assessments which have been returned to students.
- Completing an Assessment Record for each subject cohort.
- Completing and signing the Head of Department Checklist.

Teachers (of students entered for qualifications in Summer 2021)

- Supporting Heads of Department in making judgements based on what each student has been taught and on what they have been assessed.
- Marking an agreed number of Assessment Tasks.
- Participating in department moderation and standardisation procedures.
- Confirming, for each class of students they teach, that the teacher assessed grades are fair, valid and a reliable reflection of the assessed evidence available.

SENCo

- Liaising with Heads of Department, class teachers and the Examinations Officer to ensure that agreed access arrangements are in place for assessments.

Examinations Officer

- Overseeing the organisation of the schedule of Assessment Tasks.
- Liaising with the SENCo to ensure appropriate access arrangements are in place for assessment schedules.
- Producing the Statements of Evidence for all students entered for qualifications in Summer 2021.
- Submitting the confirmed teacher assessed grades to examination boards in June 2021.
- Storing securely the marked Assessment Tasks, ensuring they can be retrieved easily if needed for external quality assurance or appeals.
- Overseeing the communication of examination grades to students in August 2021.
- Managing the post-results services.

Students entered for qualifications

will, in June, before grades are submitted to examination boards: -

- confirm that the evidence being included in determining each of their teacher assessed grades is their own work.
- confirm whether any agreed access arrangements were in place at the time of individual assessments.
- ensure that School is aware of any mitigating circumstances that might have affected performance in individual assessments.

Training, Support and Guidance

- Teachers involved in determining grades in our centre will attend centre-based training to help achieve consistency and fairness to all students.
- The training will be designed using material materials provided by JCQ, Ofqual and the awarding bodies.
- We have put in place specific support for teachers less familiar with assessment.

Use of Appropriate Evidence

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- The specification and assessment objective coverage of assessments, including the level of control under which an assessment was completed, will be taken into consideration.
- Evidence will include 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, eg December 2020 Year 11 GCSE mock examinations and April/May 2021 Assessment Tasks.
- Evidence will include complete or incomplete Non-Examined Assessment (NEA, often referred to as coursework).
- Evidence may include other internal tests taken by students.
- Evidence may include substantial class or homework tasks.
- Marked Assessment Tasks completed in April/May 2021 and NEA work will be retained and made available for the purposes of external quality assurance and appeals.
- For other marked assessments which were completed before March 24 2021 and have been returned to students, copies of the questions in those assessments will be made available for external quality assurance and/or appeals, where those assessments are being used as part of the process for determining teacher assessed grades.
- Students will be required to authenticate that all assessed work is their own, where the work is being included in the evidence for determining teacher assessed grades.

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.

Determining Teacher Assessed Grades

- Grades will be 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.

- The evidence used to arrive at a fair and objective grade, which is free from bias, will be recorded.
- Teacher assessed grades will accurately reflect the evidence submitted.
- An Assessment Record for each subject cohort will be produced which will include any necessary variations for individual students.

Internal Quality Assurance

- All staff involved in the process of deriving teacher assessed grades will be required to read and adhere to this Centre Policy.
- Teachers will be provided with training and support to ensure they take a consistent approach to arriving at teacher assessed grades; marking of evidence; applying the use of grading documentation to ensure alignment with standards outlined by awarding organisations and reaching a holistic grading decision.
- In subjects where there is more than one teacher and/or class in the department, there will be an internal standardisation process - the Assessment Record will form the basis of this process with discussions within the department to agree the awarding of teacher assessed grades.
- Where there is only one teacher involved in marking assessments and determining grades, the output of this activity will be reviewed by the Deputy Headteacher - Curriculum.
- There will be an internal standardisation process in place across all grades.
- In respect of equality legislation, the range of evidence for students of different protected characteristics that are included in internal standardisation processes will be considered.

Comparison of Teacher Assessed Grades to Results of Previous Cohorts

- Teacher assessed grades will be compared to the results of prior cohorts of students in 2017, 2018 and 2019, converting legacy A*-G grades into equivalent 9-1 values, with consideration given to the size of cohorts and the stability of the overall grade outcomes from year to year.
- During the internal quality assurance process, consideration will be given to both subject and centre level variation in 2021 teacher assessed grades compared to outcomes in 2017-19.
- In the event of significant divergence from the 2017-19 grade profiles of an individual subject, the Head of Department will write a succinct narrative which addresses the reasons for this divergence. In the case of significantly lower or higher grades for the cohort as a whole, the narrative will be written by the Head of Centre. These commentaries will be available for subsequent review during the external quality assurance process.

Access Arrangements and Special Considerations

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) every effort will be made 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, that assessment will not be included in the evidence used to determine the grade or will be taken into consideration when making judgements.
- Illness, or other personal circumstances, which might have affected performance in assessments used in determining a student's standard of performance will be taken into account when making judgements.
- Any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments will be recorded in the Assessment Record for each qualification.
- To ensure consistency in the application of Special Consideration, staff training will make specific reference to the [JCQ Guide to the special consideration process](#).

Objectivity

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

To ensure objectivity, all staff 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' personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed.

Recording decisions and retention of evidence and data

- Heads of Departments will maintain records that show how the teacher assessed grades process operated.
- Evidence will be 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.
- All staff will comply with data protection legislation.
- Recording requirements will be in place to ensure the accurate and secure retention of the evidence used to make decisions.
- Evidence will be retained, some electronically and some on paper, in a secure centre-based system that can be readily shared with awarding organisations.

Authenticating Evidence

- Robust mechanisms, which will include (1) greater weighting being given to performance in assessments with high levels of control and (2) students signing Statements of Evidence, 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.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. Guidance provided by AQA, Pearson (Edexcel) and OCR will be followed to support these determinations of authenticity.

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 on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/carers.

Malpractice

- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including (1) breaches of internal security (2) deception (3) improper assistance to students (4) failure to appropriately authenticate a student's work (5) over direction of students in preparation for common assessments (6) allegations that centres submit grades not supported by evidence that they know to be inaccurate (7) centres enter students who were not originally intending to certificate a grade in the Summer 2021 series (8) failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages and (9) failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#), 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

- 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](#).
- If needed, careful consideration will be given to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

Private Candidates

- Private Candidates entered by our centre are all former students of Sutton Coldfield Grammar School for Girls. As such, it is known that they had been taught the full specification for any qualification for which they have been entered.
- The [JCQ Interim Guidance on Private Candidates](#) has been followed and the divergence from the approach for internal candidates has been recorded on the appropriate documentation.
- Our arrangements for assessing Private Candidates to arrive at appropriate grades are different from the approaches utilised for internal candidates.
- Private candidates were informed of the process that would be used before they confirmed they would like to be entered by our centre, namely that the evidence that would be used in determining their teacher assessed grades would be based solely on performance in the April/May 2021 Assessment Tasks.
- In undertaking the review of cohort grades in conjunction with the centre results profiles from 2017-2019, the grades determined for Private Candidates have been excluded from the analysis.

External Quality Assurance

- All staff involved in any part of the process of determining teacher assessed grades 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 on which decisions regarding the determination of teacher assessed grades from marked Assessment Tasks completed in April/May 2021 and NEA work will be 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, 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

- Staff have been made aware that A/AS/EPQ results will be received in school on Monday 9 August 2021 and GCSE results on Wednesday 11 August 2021.
- Arrangements will be made to ensure the necessary staffing to enable the efficient receipt and release of AS/A level and GCSE results to students in August 2021.
- Appropriate staff will be available to respond to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Students and parents/carers will be made aware of arrangements for results days.
- A/AS/EPQ results will be issued to students by email at 8am on Tuesday 10 August and GCSE results at 9am on Thursday 12 August.
- All students will receive a phone call from a member of staff during the morning that their results are emailed with in person support offered where appropriate. Arrangements will be in place for the provision of advice and guidance, including advice on the appeals process.

Appeals

- 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.
- Candidates will be guided appropriately 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.