

Teacher Assessed Grades Centre Policy

Summer 2021

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| <i>Appendices removed as contains information about assessments still to take place.</i> | |

Supporting Documents

The following documents have informed the centre policy to inform TAGs and may be useful to read. Where appropriate these have also been linked directly in sections from this point on.

JCQ Documentation

- JCQ TAG Guidance Summer 2021 - [JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf](#)
- JCQ Grade Descriptors GCSE Summer 2021 – [Microsoft Word - FINAL 2021-03-24 Grade Descriptors GCSE THU1530 \(002\) \(jcq.org.uk\)](#)
- JCQ Grade Descriptors AS/A Level Summer 2021 – [Summer-2021-Grade-Descriptors-A-AS-Levels.pdf \(jcq.org.uk\)](#)
- JCQ Worked Examples of TAG Allocation - [Worked examples to assist with determining grades \(jcq.org.uk\)](#)
- JCQ Vocational Approach Overview - [Microsoft PowerPoint - 2021-03-25 JCQ TAF VTQ Sides V.1 \(003\) - Read-Only](#)

Ofqual Documentation

- Ofqual TAG Guidance Summer 2021 - [Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021 \(publishing.service.gov.uk\)](#)
- Ofqual Objective TAG Judgements - [Information for centres about making objective judgements \(publishing.service.gov.uk\)](#)
- Infographic for 2021 arrangements - [Infographic - how GCSEs AS and A levels will be awarded in summer 2021.pdf \(publishing.service.gov.uk\)](#)

Statement of Intent

Summer 2021 will be the year that students will receive Teacher Assessed Grade (TAGs) based on internal evidence rather than external examinations. Following two academic years of disruption which has challenged our students personally and academically, we welcome this unique opportunity to support our students to achieve the grades that they deserve.

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.*
- *To ensure that all students are well prepared for their next steps after St Thomas More Catholic Academy.*

Roles and Responsibilities

All staff need to be aware of their role in the process to ensure that students receive an appropriate TAG based on appropriate evidence and minimise the chance of any administration or procedural errors.

The roles and responsibilities in our centre are as follows:

Head of Centre

Our Head of Centre, Mr Mark Rayner:

- *will be responsible for approving our policy for determining teacher assessed grades.*
- *has overall responsibility for St Thomas More Catholic Academy as an examination centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *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.*
- *will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Senior Leadership Team and Subject Leaders

Our Senior Leadership Team and Subject Leaders will:

- *provide training and support to our other staff.*
- *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.*
- *ensure NQTs and/or teachers less familiar with assessment have additional support to derive 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.*
- *ensure cohort Qualification Assessment Record for each qualification is complete, 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 on the Qualification Mark Book.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*
- *ensure that a Subject Leader Checklist/Declaration (appendix 7) and Qualification Assessment Record is completed for each qualification that they are submitting.*
- *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.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *support exam officer in submitting exams to minimise the risk of administration error.*

SENCo/SEND Department

Our SENCo and SEND Department will:

- *Ensure all students are entitled to access arrangements are shared with subject leads and teachers.*
- *SENCo will ensure all necessary exam access arrangements are shared with teachers and support departments to provide access arrangements.*
- *Ensure all final assessment opportunities have the correct access arrangements in place.*

Teachers

Our teachers will:

- *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.*
- *ensure students have access arrangements in final assessment opportunities as directed by SEND department guidance.*
- *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.*
- *Ensure any necessary variations for individual students will also be recorded on Qualification mark sheets.*

Examinations Officer

Our Examinations Officer will:

- *communicate any awarding organisation qualification updates with subject leads throughout process.*
- *support the data senior leader to provide previous data trends for 2017-2019.*
- *support the school level special consideration process by collating central records.*
- *be responsible for the administration of our final teacher assessed grades, including checking provisionally submitted grades against subject leads information to minimise administration error*
- *managing the post-results services including appeals.*

Training, Support and Guidance

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

Training

This section provides details of previous training relevant to student assessment as well as the approach our centre will take to train, support and guide teachers to determine teacher assessed grades this year.

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *As new guidance or support becomes available training will be provided by the data lead on a centre level or subject lead on a department level.*
- *Training will also be provided on making objective judgements based on the [Ofqual guidance](#).*

| Scheduled Activity | Training Date and Staff Involved |
|--|--|
| Good Assessment Practice | All staff – October 2020 |
| Standardisation of Data Point One Assessments | All staff - Monday 7 th December 2020 |
| Moderation of Data Point One Assessments | All staff - Monday 4 th January 2021 |
| Teaching and Assessment Online Training | All staff - Monday 25 th January 2021 All staff - Monday 1 st February 2021 |
| Standardisation of DP2 Assessments | All staff - Wednesday 10 th February 2021 |
| Unconscious Bias | All staff – Friday 5 th March 2021 |
| Initial TAG Information | All staff – Monday 8 th March 2021 |
| Supporting all students including disadvantaged and removing unconscious bias | All staff - Monday 15 th March 2021 |
| Moderation of DP2 assessments | All staff - Monday 29 th March 2021 |
| Subject leader pre-reading – appropriate use of evidence and assessment from JCQ and Ofqual guidance | Subject Leads – Wednesday 31 st March 2021 |
| TAG – Appropriate evidence and assigning TAGs. School level approach. | Subject Leads – Monday 19 th April 2021 |
| TAG- Appropriate evidence and assigning TAGs. Department level approach. | All staff in departments – Monday 26 th April |
| Sharing good practice on TAGs including appropriate assessment/evidence opportunities, preparing students and assigning TAGs. Sharing guidance about Making Objective Judgements and revisiting unconscious bias. | All staff – weekly Friday morning briefings March/April 2021 |
| Department time for assessment moderation, TAG allocation and department internal quality assurance. | All staff - Thursday 13 th May (twilight) |
| Time to quality assurance department TAGs and sample evidence. | Subject Leads - Monday 17 th May |

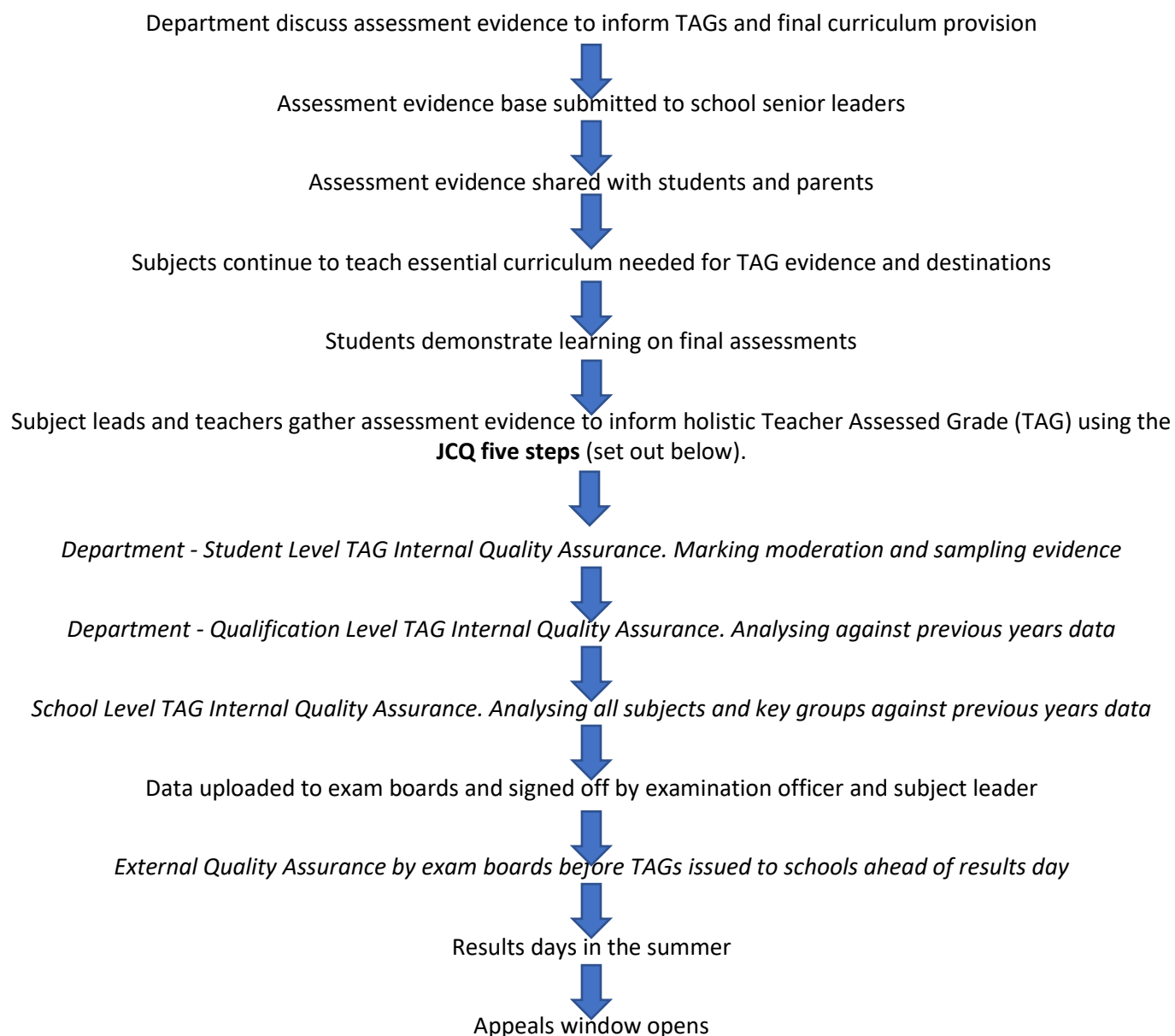
Additional training may be scheduled during the final six weeks ahead of May half term.

Training and 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 NQTs and teachers less familiar with assessment.*
- *We will provide additional opportunities for mentors and NQTs to standardise their TAG allocation*
- *We will provide a checklist for submission of TAG data (see appendix 8)*
- *Subject leads will provide detailed examples of how to holistically allocate a grade*
- *Subject leads will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

Overview of our process



Teachers supported by subject leaders will use the five steps set out in the [JCQ guidance \(P20-26\)](#) to reach a holistic judgement of a student's performance:

- Step 1: Consider what has been taught
- Step 2: Collect the evidence
- Step 3: Evaluate the quality of evidence
- Step 4: Establish whether the proposed range of evidence is appropriate for all students
- Step 5: Assign a grade

The steps outlined above will be referenced in the remainder of this policy.

Step 1-3: Assessment and 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 \(P20-26\)](#).

Step 1-2: Consider what has been taught and collect the evidence

“students have the opportunity to show the full breadth of their knowledge and understanding in each subject based on what they have been taught. It is important that grades represent a holistic, objective judgement based on evidence of each student’s performance in each subject. Evidence should be used consistently across the class or cohort wherever possible. The evidence can be of different types and can come from across the course of study” JCQ Guidance – P20.

Our final assessment opportunities will form part of the TAGs evidence base and will be “supportive but challenging” and will ensure students have had the opportunity to demonstrate their learning on a range of topics within a subject.

Evidence for TAGs can be used from across the duration of the course and each subject lead in consultation with their senior line manager will select the broad range of evidence required to support students to achieve the grade that they deserve. This will be shared with students and parents for clarification to support the need for special consideration where necessary as well as to reduce the need for students to appeal.

Use of Evidence

Subject leaders will complete a *Qualification Assessment Record* with assessment evidence detail and clear rationale for decision making. Assessment evidence will be selected to give the broad range required to give a holistic grade. This section gives details in relation to our use of evidence:

- Teachers making judgements will have regarded the [Ofqual Head of Centre guidance](#) on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence (from April 2021 onwards) used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- Where individual student evidence is not available assessments used before April 2021 will be stored with mark schemes or grade boundaries used to inform TAG assessment evidence.

Where appropriate:

- We will use student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past 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 reflect the specification, that follow the same format as awarding organisation materials and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams taken 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.

Where appropriate we will use Additional Assessment Materials (AAM) provided by awarding organisations such as questions, grade exemplars and grades descriptors 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.*
- *give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *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.*

Step 3: Evaluate the quality of evidence

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.*
- *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.*
- *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.*

All subject leaders will complete the *Qualification Assessment Record* to provide detailed information on rationale for evidence decision making as well as assessment objective coverage across the range of evidence used to inform TAGs (see appendix 2).

Sixth Form Trinity Partnership

There are a small number of students across the sixth form that study subjects in our Trinity Partner Schools. The evidence collected for these students will be based upon the centre-based TAG processes including quality assurance. We as a centre are aware of our Trinity Partner School policies and are confident their processes follow the JCQ guidance.

This section details our approach to providing and quality assuring grades to Trinity Students and those students who study at a Trinity Partner School:

- *Our arrangements for assessing and collecting evidence for Trinity Students (those who study at our school but belong to another centre) will fall under our centre policy.*
- *Arrangements for assessing and collecting evidence for our centre students who study at a Trinity Partner School will fall under our Trinity Partner School policy.*
- *Where there is a discrepancy between the level of evidence provided from our Trinity Partner School and our centre this will be raised during our internal quality assurance process and this will be taken back to the other centre for review under their quality assurance processed by Mrs Bradbury.*

Step 4 -5: Allocating Teacher Assessed Grades

This section of the policy sets out our centre approach to allocating Teacher Assessed Grades.

Step 4 - 5: Establish whether the proposed range of evidence is appropriate for all students and assign a grade

If a student is absent or isolating then they will not automatically sit the same assessment as their peers. This is to ensure assessments are kept as secure as possible. Where it is not possible for a student to sit the same assessment an assessment of equal challenge can be provided using the AAM, this will be set out in additional information provided by teachers when allocating TAGs on the Qualification Mark Sheets.

Our centre's approach to allocating teacher assessed grades is as follows:

- *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 subject leads will produce a Qualification Assessment Record (appendix 2) for each subject cohort and will share this with the teachers in the department and senior leader line management.*
- *Our subject leads will guide teachers on how to use the evidence to inform a holistic teacher assessed grade.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias using the Qualification Mark Sheets using the subject lead guidance.*
- *Our teachers will record how the evidence used differs for special circumstances such as a student was ill or did not have access arrangements in place on the Qualification Mark Books.*
- *Our teachers will use the exam board grade descriptors as a final check for appropriate allocation of TAGs.*
- *Any necessary variations for individual students will also be shared on a centre level (for example special consideration).*
- *Any individual assessment variations will be accounted for on a student level (for example not using evidence or providing an additional assessment opportunity) will be recorded on the Qualification Mark Books.*

Vocational Qualifications

Vocational qualifications have been split into three broad groups as identified in the [JCQ document](#), most of our vocational qualifications such as BTEC and Cambridge Nationals and Technicals are in group one. Group one qualifications will have a V-TAG allocated using similar arrangements to GCSEs, A Levels and AS Levels on a qualification level. In Year 9 we have a small number of functional skills assessments in English and mathematics which fall under group three where assessments need to continue in school (or remote if students are isolating).

| Group One | Group Two | Group Three |
|--|-------------------|---|
| Cambridge - Sports, IMedia, BTEC – PA Core Maths, Extended Project, Applied Sci/Law | No qualifications | Functional skills. Exams and assessments should continue where they can do (PHE guidance and remote option). Step Up English and OCR Maths (Y9). LAMDA. |

Group three qualifications will sit assessments in school and will be marked internally, where students are isolating, they can sit these assessments remotely but should be supervised to ensure the work is the student's own. Internal

quality assurance procedures will be completed before submitting data to awarding organisations. The Qualification Assessment Record only needs to be completed if TAGs have to be submitted to exam boards in place of a student sitting an assessment in school or remotely.

Internal Quality Assurance

Throughout the academic year all departments have been involved in a range of standardisation and moderation training sessions and had time as a department to look at this internally on a subject level. This has ensured that assessments are marked accurately and consistently across different teaching staff. Subject leads have highlighted any additional department level training in the Qualification Assessment Record (appendix 2).

Department - Student Level Teacher Assessed Grade Quality Assurance

Once final assessments have been sat by students, individual teaching staff will follow the steps 3-5 alongside the Qualification Assessment Record to review evidence to inform a TAG. All decision making will be recorded in the Qualification mark sheets. As a department the TAGs will be quality assured on a subject level to ensure that no teacher has been too lenient or harsh and to ensure a consistent approach in allocating TAGs. This will be done by moderating final assessment marking and sampling evidence of students, using exam board grade guidance and grade descriptors to ensure that the qualification TAGs are consistent across different teachers and is accurate.

Where there is a newly qualified teacher, they will work closely with mentors to allocate TAGs and additional quality assurance checks such as further sampling of student evidence will be implemented by subject leaders.

Further details of our approach to internal standardisation, within and across subject departments are set out below.

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.*
- *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.*
- *We will ensure that the Qualification Assessment Record (appendix 2) will form the basis of internal standardisation and discussions across teachers to agree the allocating teacher assessed grades.*
- *We will moderate marking and randomly sample evidence to support the process, ensuring protected characteristics are included.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by awarding organisations.*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by awarding organisations using guidance documents and grade descriptors.*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the senior leader line manager.*
- *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.*

Department – Qualification Level Teacher Assessed Grade Quality Assurance

“As part of their overall quality assurance, centres should consider the grades for this year’s cohort compared to cohorts from recent years when exams have taken place (2017, 2018 or 2019) at qualification level – for all GCSE subjects or all A level subjects combined.” Ofqual TAG Guidance – Page 5.

Once individual teacher TAGs are submitted subject leads will then analyse the data in comparison to previous year trends (2017-2019). This will ensure that department processes which inform TAGs do not lead to grades being allocated that are too lenient or harsh for summer 2021. This process will analyse trends for protected key groups of students, checking for unconscious bias in line with the guidance set out in the [Objective Judgement Ofqual document](#). To support this process subject leads will be provided with data broken down by grade (proforma in appendix 3) after TAGs have been initially allocated by departments.

Further details are set out below 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 allocated to our students in past June series in which exams took place (2017-2019).*
- *We will consider the size of our cohort from year to year in terms of data confidence.*
- *We will consider the stability of our centre’s overall grade outcomes from year to year.*
- *We will consider the differences in demographics proportions of each year cohort, for example reduced percentage of most able in 2021 cohort.*
- *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 quality assurance process on the Subject Leader Checklist (appendix 7).*
- *We will omit subjects that we no longer offer from the historical data, for example Media studies.*

Subject leaders and senior line managers will meet to discuss this data against previous trends to quality assurance ahead of the meeting with the headteacher and data lead. The Fisher Family Trust (FFT) 2021 GCSE Benchmarking Service will be used to compare TAGs to FFT estimates and previous outcomes of 2017-2019 whilst accounting for the context for each individual subject cohort.

School Level Teacher Assessed Grade Quality Assurance

The data lead and headteacher will then meet to analyse trends across whole school demographics such as pupil premium, SEND and most able as well as check key headline figures such as the basics (English and Mathematics) as a final quality assurance check. Once this quality assurance level has been completed then TAGs can be submitted to awarding organisation. At this stage the following actions will take place:

- *Subject leader and examination officer will input TAGs into awarding organisation*
- *Subject leader and examination officer will print submitted TAGs and sign once checked for administration errors (appendix 4)*
- *Examination officer will submit to awarding organisation*

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 allocate in 2021, such as ALPs and FFT.*

- We will review initial teacher assessed grades for a qualification in line with these findings.
- We understand some qualification have no historical data to compare to so greater reliance will be on the student level quality assurance.

School Internal Quality Assurance (QA) Schedule

| Week Commencing | TAG Activity | Additional Information |
|----------------------------------|---|---|
| 19 th April | Standardisation window/Student preparation | |
| 26 th April | Standardisation window/Student preparation | |
| 3 rd May | Monday Bank holiday Final Assessment Window | |
| 10 th May | Final Assessment Window Department Marking and Moderation Department QA – Student level | Additional department time for marking and department QA Development Monday (10 th) Twilight Thursday (13 th) |
| 17 th May | Marking and Moderation Department QA – Student level | Subject leaders excused from directed time to QA data and sample evidence |
| 24 th May | Mon 24 th 9am - Internal data submitted Tues 25 th 9am – Data shared with subject leaders/SLT Department QA – Qualification level | Input into internal tracker this week SLT and subject leaders meet Wed - Fri |
| 31 st May | HALF TERM | Data leader analyses trends on year group level |
| 7 th June | School level QA | SLT and subject leaders SLT, subject lead, data lead and headteacher |
| 14 th June | Examination officer and subject lead sign off data entry after any potential admin errors checked. Grade submitted to exam board by 18 th June | Subject lead and data manager sign off like last year. Records kept. See appendix 4. |
| | | |
| Tuesday 10 th August | Sixth form Results Day | |
| Thursday 12 th August | Y11 Results Day | |

Further detail of how our internal quality assurance processes meet the head of centre declaration ([P11 of Ofqual TAG Guidance](#)) are set out in appendix 1.

Access Arrangements and Special Consideration

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and consider mitigating circumstances. Students entitled to access arrangements will be

supported by the SENCo and SEND department. In the final assessment opportunity, all students need to have appropriate access arrangements in place. Qualification Assessment Records will have a central record of whether access arrangements were in place for prior assessments being used for evidence and where this has not been possible student's evidence may be omitted or another assessment opportunity may be made available. This will be accounted for in the individual records for students on the Qualification mark sheets.

The usual process of centres submitting special consideration applications to awarding organisations for qualifications will not apply this summer. As a centre we will write to parents (appendix 6) to ensure that they have an opportunity to disclose any instances across the year where assessment performance may have been impacted ahead of submission of teacher assessed grades. Parents will be informed that lost teaching and learning relating to COVID-19 is not included and that where assessments were impacted the usual "special consideration" does not apply but students may have evidence omitted or an additional assessment opportunity may be provided where possible.

"Where this is not possible and a temporary illness, a temporary injury or some other event outside of the student's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account and document how they have done so." JCQ TAG Guidance – P35

For exceptional circumstances as set out above relevant information will be shared with all staff involved in TAG process on a centre level. The TAG allocated by teachers will then need to account for impact on evidence and any alterations made based on this will be documented in the Qualification mark sheets on a teacher level.

Further details of our approach to access arrangements and mitigating circumstances (special consideration) are set out below:

- *Subject leaders will be required to confirm whether the approved access arrangement/reasonable adjustment was in place for assessments which will be used to determine the student's grade (see Qualification Assessment Record).*
- *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.*
- *SEND department will support access arrangements for students for all qualifications.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will take this in to consideration when allocating TAGs.*
- *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 Qualification mark sheet, 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 teachers will have received guidance based on the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

To address disruption or differentiated lost teaching our approach as a centre is:

- *Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*
- *Students may be offered an alternate assessment opportunity if students have been unable to sit scheduled assessments.*
- *Subject leads will share this information on the Qualification Assessment Record for each qualification.*

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.** To support this we have provided training on unconscious bias and will provide training based on the [Ofqual Making Objective Judgements](#) document (see training schedule).

Senior Leaders, Subject Leaders 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 that:

- *unconscious bias can skew judgements;*
- *the evidence presented should be valued for its own merit as an indication of performance and attainment;*
- *teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;*
- *unconscious bias is more likely to occur when quick opinions are formed; and*
- *Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

Recording Decisions and Retention of Evidence and Data

Each qualification will have the following associated evidence:

- *Qualification Assessment Record including details of assessment evidence*
- *Qualification mark sheets with a breakdown of evidence grades/marks, TAG allocation as well as a commentary for decision making*
- *Copies of assessments and associated mark schemes/boundaries used before 24th March 2021*
- *Copies of student evidence collated after 24th March 2021*

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

- *We will ensure that subject leaders maintain records that show how the teacher assessed grades process operated (Qualification Assessment Record – appendix 2) including access arrangements.*
- *We will ensure that teachers and subject leaders maintain Qualification mark sheet records that show the teacher assessed grades and include rationale for decisions in relation to individual marks/grades including any decisions made based on special consideration.*
- *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.*
- *Evidence retained will be copies of assessments, mark schemes and boundaries used before 24th March 2021 (if student evidence unavailable) and student evidence used after 24th March 2021.*
- *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 and/or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s). Paper based evidence will be stored in a locked room, accessed by the examination officer and data leader only.*
- *Where evidence is on paper administration will scan in for awarding organisation(s) external quality assurance or appeals process.*

Authenticating Evidence

Wherever possible assessments used for evidence will be completed by students in supervised conditions either in school or remotely. 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.

- *When assessments are completed in classroom under supervision staff will ensure that students work is their own.*
- *When assessments are completed remotely staff will ensure they are completed under timed conditions (making use of TEAMS assignments) and where possible ensure students are working without additional materials.*
- *When subject leaders complete the Qualification Assessment Record they will centrally record whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.*
- *Where students' work is suspected not to be their own, the subject leader (or second teacher if subject leader raising concern) will need to review this evidence.*
- *If it is suspected the students' work is not their own, parents will be informed in writing and it made clear an additional assessment will be provided.*
- *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 and Conflicts of Interest

Confidentiality

It is important that no TAG information is shared with students/parents as this grade may be adjusted due to internal or external quality assurance checks. The TAGs are only official and to be released once issued by awarding organisations on the results days; Tuesday 10th August (Y12 and Y13) and Thursday 12th August (Y11).

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.

- *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.*
- *All teaching staff are to share no grades linked to final assessments used to inform evidence for TAGs.*
- *Parents and students have been informed that no TAGs can be shared until they have been authorised by awarding organisations.*

- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

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](#) range from the risk of a delay to students receiving their grades, up to, and including, removal of centre status. This has been communicated clearly to all staff.

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 carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*

External Quality Assurance

Awarding organisations will externally quality assure our centre through three stages: stage one – centre policy review, stage two – virtual centre visits and stage three – post-submission sampling. Once the centre policy has been reviewed during stage one it will be accepted or clarification may be requested. Should the policy need to be updated this will need to be done immediately to support the internal processes. The virtual centre visit (May/June

2021) during stage two is a supportive measure where key staff will have a professional conversation with a representative from an awarding organisation. This may be a random visit or may be based on findings from stage one.

Sampling of evidence and TAGs (stage three) may be targeted based on outcomes of previous stages, awarding organisation concerns, diverging data in comparison to previous data trends or may be a random check. The checks will be reviewing evidence on a subject or qualification level. Once all external quality assurance checks have taken place then the grades will be released to our centre from the awarding organisation ahead of results day.

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 \(P13-14\)](#).*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required. These can be found in Qualification Assessment Records (appendix 2) completed by subject leads and Qualification mark sheets completed by teachers allocating a grade.*
- *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.*
- *Where students evidence is not available, the assessment, mark schemes and grade boundaries used will be made available where possible.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process.*
- *A centre representative will 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

Summer 2021 results days are Tuesday 10th August (Y12 and Y13) and Thursday 12th August (Y11). It is our responsibility as a centre to issue these results to students, provide support and guidance for destinations as well as appeals.

This section details our approach to the issue of results to students and the provision of advice and guidance.

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams officer 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 careers and pastoral support to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see next section of policy).*

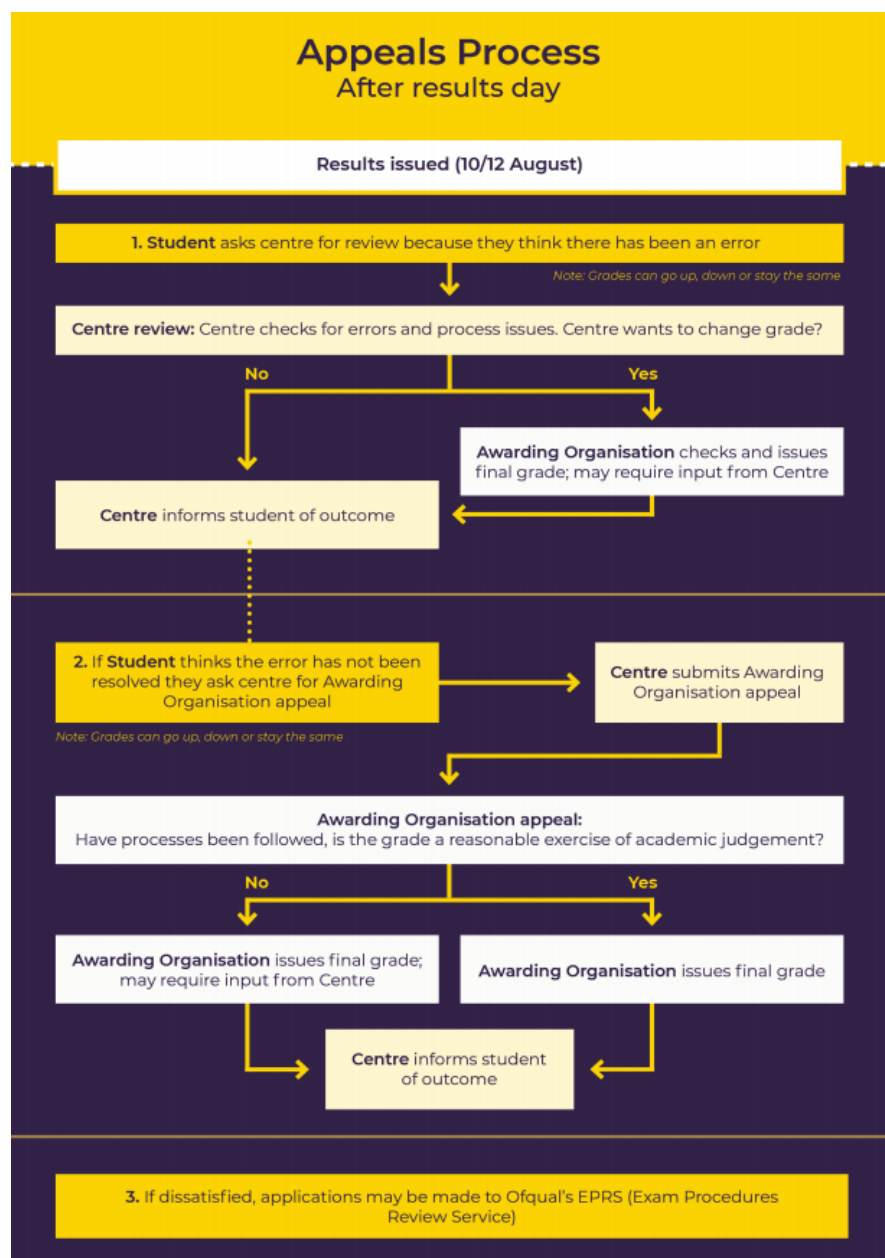
- *Appropriate staff such as the examination officer will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians have been made aware of arrangements for results days by Mrs Todd and Mrs Bradbury*

Appeals

The need for appeals should be limited as:

- *students will be confident in their grades as the school will have adhered to this policy*
- *students and parents will be aware in advance of the evidence being used to inform their TAG*
- *any instance of special consideration or access arrangements will have been accounted for*

Students who consider that an error has been made in determining their grade will have a right to appeal. On results day there will be appropriate guidance and support for students to ask the school to check whether their grade was an administrative error or a procedural error. The process is as follows:



Taken from JCQ TAG Guidance – P51

To minimise the risk of appeals being required by students all teachers will be required to attend appropriate training, read this policy and complete associated assessment records/mark sheets for TAG allocation. All staff will:

- *be aware of the school processes to allocate TAGs and the responsibility to ensure they accurately reflect the student's ability.*
- *understand the importance of quality assurance and checking of grades at all points including uploading to the relevant exam board*
- *fully support the three stages of internal quality assurance*
- *fully support the administrative processes such as scanning or storing evidence or uploading TAGs to awarding organisations*

External quality assurance takes place ahead of grades being issued to centre.

Even with all the detailed quality assurance within the centre and by the awarding organisation being completed a student may want to appeal. 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 \(P49-53\)](#).*
- *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.*
- *Leaders 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.*

We await to receive more detailed guidance about appeals later into the summer term.