



Centre Policy for determining teacher assessed grades – summer 2021: Turton School

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent
<p>This section provides details of the purpose of this document, as appropriate to our centre:</p> <p><i>The purpose of this policy is:</i></p> <ul style="list-style-type: none">• 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

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre

- *Our Head of Centre, Sam Gorse, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Turton as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre, alongside delegated members of her SLT, 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 Head of Centre will delegate certain aspects of collating results and checking standards to the Deputy Head Teachers and two Assistant Head Teachers.*
- *The Head of centre will be kept up to date and fully informed of all procedures and decisions.*

Senior Leadership Team

Our Senior Leadership Team 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.*
- *ensure a robust internal quality assurance process has been produced. They will sample work and evidence, review departmental moderation and provide support and guidance for our Heads of Department.*

Heads of Department

Our heads of department 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.*
- *Carry out rigorous internal moderation and/or standardisation that is clearly documented*



- *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 that a Head of Department Checklist is completed for each qualification that they are submitting.*
- *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.*

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo 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 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.*
- *Record evidence that explains the determination of the final teacher assessed grades and any necessary variations for individual students.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
- *Work with the Deputy Head and Data Manager to ensure accuracy of data input.*



Training, support and guidance

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

Training

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

- *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.*
- *Internal moderation and standardisation will be evident and documented. Providing professional dialogue on standards and the determining of grades.*

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 and teachers less familiar with assessment*

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment. This will be particularly evident through internal moderation/standardisation.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*



Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

This section gives details in relation to our use of evidence.

A range of student work will be considered and will include some or all of the following:

- *Assessment materials provided by our awarding organisations.*
- *Non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *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.*
- *Substantial class or homework (including work that took place during remote learning).*
- *Internal tests taken by pupils.*
- *Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*

We provide further detail in the following areas:

Additional Assessment Materials may 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.*
- *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.*
-

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades by considering some or all of the following:

- *The level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *The 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.*
- *The specification and assessment objective coverage of the assessment.*
- *The depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*



Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our Heads of department will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.*

Centre Timeline

8 th March – 3 rd May	Teaching/ assessment/ on-going moderation – see departmental plans
4 th – 14 May	Evidence Assessment Week. This is the continuation of evidence collection and is not intended to be the only evidence used. The assessment piece does not need to be weighted more heavily than other evidence. However, it should be common across the department and take into account tiers, if appropriate. The purpose of the assessment is to produce a grade and a rank (based on raw score). The final grade submitted must be a holistic grade based on a breadth of evidence and may differ from the Evidence Week Assessment Grade and evidence must be provided to support this.
14 th – 24 th	Marking. During this time teachers should continue to teach and collect extra evidence. Additional assessments, to ensure students are able to achieve the fairest grade, are possible at this time.
24 th – 27 th May	Department moderation of final selected evidence. This should review candidates work holistically rather than as separate pieces and breadth must be shown reflecting as much of the specification as possible
28 th May	Grades submitted to CDB for SLT QA



Turton Centre Policy TAGS 2021

Half term	CDB CEB SG PJT JLE to look at data. Data will be compared to previous years, UCAS/College grades, Evidence week Assessment Grade and will be in line with Ofqual requirements and guidance. SLT will then decide on which candidates will be requested for internal sampling. Year 13 Grades will be shared with KB/PK
7th June	CDB requests evidence from HODs for sampling. Size of sample will depend on size of cohort and number of teachers. Approximately 1 – 5 samples per teacher. Evidence of internal moderation / standardisation will be requested from every department.
8 – 10th June	Grades and Evidence reviewed by SG, CEB, CDB, JLE, PJT
11th June	Recommendations / suggested changes returned to HODs. Chance to revise grades, collect extra evidence and so on.
15th June	Final grades to CDB
16th / 17th June	Enter grades
18th June	Final Submission date



Internal quality assurance

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

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

We intend to ensure

- *All teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *That in subjects where there is more than one teacher and/or class in the department, our centre carries out an internal standardisation process.*
- *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 conduct internal standardisation across all grades.*
- *That there are Assessment Records for internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *SLT random sample departmental evidence*
- *SLT check internal moderation and assessment records*

Where appropriate

- *We will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *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 and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be another Head of Department and the Deputy Head.*
- *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.*

SLT will conduct a series of meetings with HODs to guide them through the TAG process and to ensure consistency of thinking across departments. HODs are in groups and SLT will lead discussions but also ask some key questions to all HODs, examples of which are below:



Turton Centre Policy TAGS 2021

Group 1 CDB	Group 2 PJT	Group 3 JLE	Group 4 SG
Drama	English	Gov & Politics	Maths
PE	FE	Social Sciences	Science
Art	History	Music	MFL
Dance	Business& economics	Computer Science & IT	Geography
DT			

What concerns do you have about the awarding of TAGs?

How do you intend, as far as you can, to eradicate unconscious bias? Unconscious bias in terms of students but also perceived professional competence/ experience of staff?

Have you completed the course?

If not, are you satisfied that the missing content will not significantly alter the process of awarding a grade?

What evidence have you compiled?

Is it equally weighted?

How have you standardized the marking across the department? What evidence of this will you have? What quality assurance checks have you put in place?

What have you done if there is evidence missing for a student?

What have you done if there is contradictory evidence?

What physical evidence are you expecting the teachers in your department to have for each child?

How are you expecting them to present this evidence? (Individual folders, class folders, digitally)

The appeals process begins the day after results are issued. If a student appeals their grade, their work will need to be readily accessible. Where and how are you intending to store the evidence? (It will need to be readily at hand so that you can give it SLT or SLT can easily access it).

How have you allocated the grades?

Are you ranking the students and allocating a certain number of each grade?



If so, how have you determined the number at each grade? FFT? Previous results? KS2?

Have you picked borderline students and been satisfied that they have been awarded the correct grade?

If your subject is tiered, are you happy that students are entered for the correct tier? How have you verified this? Do you have any students that particularly concern you with regards to tiers?

Are you setting benchmarks for each grade (percentages?)?

If so, how have you set the benchmarks? Previous grade boundaries?

Have you looked at the overall grade distribution and compared it to previous results/FFT?



Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification. This will consider the following:

- *Information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *The size of our cohort from year to year.*
- *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.*
- *Changes to our curriculum provision.*
- *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.*

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*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*



This section gives details of changes in our cohorts that need to be reflected in our comparisons.

We will look at consider

- *Changes to our curriculum*
- *Changes to our option pattern*
- *The entry data of our students*

- *We will omit subjects that we no longer offer from the historical data.*

Access Arrangements and Special Considerations

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

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

We will take some or all of the following into consideration as appropriate:

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where 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 the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*



Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)
<p>This section gives details of our approach to address disruption or differentiated lost teaching.</p> <ul style="list-style-type: none">• Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.



Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

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

Senior Leaders, 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 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;*
- *Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

There will be a common assessment across the cohort for each subject to look at ranking, to help mitigate against unconscious bias.



Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

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

We will ensure

- *Teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *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.*
- *Accurate and secure retention of the evidence used to make decisions.*
- *That the grades accurately reflect the evidence submitted.*
- *Evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisations.*

We will comply with our obligations regarding data protection legislation



Authenticating evidence

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- *Robust mechanisms, which will include parent and candidate declaration sheets, 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. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*



Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.*

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*



Turton Centre Policy TAGS 2021

- *over direction of students in preparation for common assessments;*
- *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
- *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
- *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
- *failure to keep appropriate records of decisions made and teacher assessed grades.*

- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

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

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration. Where staff are responsible for the marking of work that belongs to their own child a third marker will be used*
- *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](#).*



External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.*
- *Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.*
- *Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.*



Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

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

- *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.*
- *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.*
- *Such guidance will include advice on the appeals process in place in 2021 (see below).*
- *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.*
- *Parents/guardians have been made aware of arrangements for results days.*



Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- *All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.*
- *Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.*
- *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.*
- *Leaners 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.*