

# Centre Policy for determining teacher assessed grades – Summer 2021:

## New College Bradford

### Statement of intent

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

#### Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently and free from bias within and across subject areas.
- 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 (JCQ) guidance.
- To ensure the consideration of historical Trust 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 (TAGs).
- 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, Stuart Nash, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

##### Senior Leadership Team and Heads of School

Our Senior Leadership Team and Heads of School 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 subject areas 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 that all teachers within their subject area and school make consistent judgements about student evidence in deriving 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 judgements.
- Ensure that a Head of School Checklist is completed for each qualification that they are submitting.

### **Subject Teachers/ Heads of School/ SENCo**

Our subject teachers, Heads of School and SENCo will:

- Ensure they conduct assessments under 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.
- Produce a Course 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 pupils will also be recorded on a TAG spreadsheet for each subject area.
- 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.

## **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 will establish a Course Assessment Record for their courses, with guidance and supervision from senior leaders, to support teacher understanding of the grading process.
- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Staff will collaborate closely across the three Colleges to ensure consistency across the Trust and within qualifications.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

### **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 training and mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- The process of establishing grades will be carried out collaboratively by all teachers that teach a course, in the interests of supporting NQTs and teachers less familiar with assessment and to ensure consistency and fairness in approach.
- In cases where a course is taught by a single teacher, the process of establishing grades will be carried out collaboratively by the teacher and the Head of School.

## **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.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- Prior to March 2021, all internal assessment results are available on the College's online portal and will be made available for the purposes of external quality assurance and appeals.

- From March 2021, all candidate evidence used to determine teacher assessed grades, including student scripts, exam papers and coursework, will be retained and made available for the purposes of external quality assurance and appeals.
- Internal assessments completed during lockdown, whilst the College was closed, will not be used as evidence.
- Two internal assessments (Cedar 4 and 5) taken in controlled conditions during the Summer Term will be taken into consideration that assess students on the content that they have studied. The internal assessments are synoptic in nature and will use past-papers questions and materials from exam boards wherever possible. The College will exclude any result from a student who did not complete the assessment in controlled conditions or was absent to ensure the integrity of assessment results.
- We will use non-exam assessment work (NEA), even if this has not been fully completed, taking into account the appropriate weighting of the NEA within the qualification as a whole.
- In the event that a student cannot complete the latest internal assessments (Cedar 4 and 5), 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 also take into consideration classwork, internal tests and homework.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as Music and PE.
- A level Visual Arts students will be assessed solely on their final portfolios.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will only take into consideration internal assessments that were completed under supervision in a controlled environment, to ensure the integrity of assessment results.
- With the exception of the final assessment, assessments that were completed late for any reason will be given reduced emphasis by teachers when they consider the body of evidence used to determine TAGs, to avoid possible unfair advantage or disadvantage of completing an assessment late.
- For the final assessment (May 2021), arrangements will be made for absent students to sit an alternative paper of comparable challenge and assessing the same topic areas on a specified date. In order to ensure the integrity and fairness of this final assessment, and recognising the time constraints in determining and submitting TAGs to the board, we will not be able to provide opportunities to sit the exam other than the published assessment date, and the specified date for absentees. Arrangements will be made on that final date for any students that are required to isolate due to coronavirus.
- Only results from the first-sitting of an internal assessment will be taken into consideration. Students that re-sat an assessment for a second time in order to address gaps in their learning will not have improved results taken into consideration.
- We will take reasonable steps to check that NEA is the student's own work, especially where that work was not completed within the College.
- Teachers will take into account the weighting of NEA for the course in question, so that evidence based on internal assessments and evidence based on NEA are balanced appropriately.
- Internal assessments are as synoptic in nature as is possible at each point over the two years, allowing students to demonstrate the breadth of their knowledge, understanding and skills to date at each assessment point.
- In developing the final two internal assessments (April and May) teachers will seek to assess a wide range of topics covered within the course across the two assessments, minimising duplication of topics. This will provide opportunities for students to demonstrate the breadth of their knowledge, understanding and skills in the final weeks of their studies. We will provide students with an overview of general topic areas that will be included in their final two assessments.
- All assessments identified previously will be taken into consideration and professional judgement, rather than a formula, will be used. Teachers will, however, place greater emphasis on assessments later in the course than those earlier in the course, since they will assess a broad range of topics with a style and level of challenge more closely aligned to final external examinations that students would sit in normal circumstances.
- Since the very last internal assessment students will sit will be at the very end of their studies, more substantial in length, and completed in a controlled environment, students completing exam-only qualifications will be awarded a TAG which is at least in line with this grade, but higher if there is judged to be a strong body of evidence in support.

## 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.

#### A Level and GCSE 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.
- Grades awarded will not be an indication of how a student might potentially have performed under different circumstances, or an indication of their potential, or be based on their prior attainment / GCSE grades.
- Teachers will make professional judgements based on the evidence that is available from internal assessments and, where appropriate, NEA.
- Teachers will make professional judgements collectively, so that a minimum of two teachers will review the evidence available, and all teachers of a course where possible.
- Teachers will record the TAGs they establish through this process alongside a record of the internal assessment / NEA results used as evidence, with any appropriate commentary.
- Teachers will produce a Course Assessment Record for each subject cohort which will be shared and quality assured by their Head of School, and shared with Senior Leaders. A TAG spreadsheet will detail any necessary variations for individual students. For example, where an assessment has not been included, or an assessment has been given reduced emphasis, for a particular reason.
- Each subject will share with students the details of the evidence that will be used to determine TAGs, and will communicate with individual students where there is individual variation. We will also share with students this Centre Policy, and the individual student grades / evidence that has been used to determine their TAGs, via Cedar – the College's online portal.

#### BTEC QCF Teacher Assessed Grades

- Qualification level Teacher Assessed Grades will be calculated using internal spreadsheets that take into account each unit grade achieved. Teaching staff will enter all units completed. For the minimum units required the highest grade units will be selected, meaning that all students benefit from the 'unit reduction' application set out by the exam board.
- Where students have been disadvantaged due to the pandemic there is an opportunity for subject staff to increase the overall grade generated by the grade calculator. The 'alternative sources of evidence list' provided by Pearson must be used if staff are increasing the overall TAG. A rationale must be provided on the BTEC TAG Subject spreadsheet.
- Heads of School and Senior Links will be responsible for Quality Assuring all cases where there has been a grade increase. Quality Nominees will sample all subjects for quality assurances purposes.
- TAGs will not be shared with students until the official results day, 10 August. Unit grades are shared with students throughout the course.

Further information on Appeals will be updated after the exam board have released this.

#### WJEC Applied Diploma in Medical Science Teacher Assessed Grades

- Most of the weighting of the TAG will be on year 13 work - units 4 and 5 (in-line with WJEC expectations set in August 2020 - see link to document: [Awarding our Level 3 Applied Certificates and Diplomas in Summer 2021 \(edugas.co.uk\)](https://www.edugas.co.uk) (option 1). We will use evidence from Unit 2 (Year 13) where it supports a student grade.

The evidence used to calculate a student's TAG is based on:

- Cedar 4 – Unit 1 Exam Paper with pre-release case study (High level of control). This exam has been marked by the class teacher and the quality of marking of a sample of papers assessed by another teacher, currently teaching the Medical Science Certificate to ensure that marking remains consistent, robust, and fair.
- Grades were awarded based on the grade boundaries for the Unit 1 papers sat in 2017-19.
- Cedar 5 - Unit 4 Exam Paper. (High level of control). The exam paper has been modified to ensure that there are no questions relating to parts of Unit 3 that have not been taught. This exam has been marked by the class teacher and

the quality of marking of a sample of papers assessed by another teacher, currently teaching the Medical Science Certificate to ensure that marking remains consistent, robust, and fair.

- Grades were awarded based on the grade boundaries for the Unit 6 papers sat in 2018-19.
- Unit 5. (High level of control). The controlled assessment completed for this unit was marked by the class teacher against the published criteria. The quality of marking of a sample was assessed by another teacher, currently teaching the Medical Science Certificate to ensure that marking remains consistent, robust, and fair.
- Grades were awarded based on the grade boundaries for the Unit 5 controlled assessment in 2018-19.
- Unit 4. (High level of control). The controlled assessment completed for this unit was marked by the class teacher against the published criteria. The quality of marking of a sample was assessed by another teacher, currently teaching the Medical Science Certificate to ensure that marking remains consistent, robust, and fair.
- Grades were awarded based on the grade boundaries for the Unit 4 controlled assessment in 2018-19.

#### WJEC Criminology Diploma Teacher Assessed Grade

- Most of the weighting of the TAG will be on year 13 work - units 3 and 4 (in-line with WJEC expectations set in August 2020 - see link to document: [Awarding our Level 3 Applied Certificates and Diplomas in Summer 2021 \(eduqas.co.uk\)](https://www.eduqas.co.uk) We will use evidence from Units 1 and 2 where it supports a student grade (option 2b).

The evidence used to calculate a student's TAG is based on:

- Cedar 4 - partial Unit 3 Controlled Assessment - focusing on AC3.1 and AC3.2. High level of control This assessment has been standardised and moderated with teachers internally within a college and with colleagues across the Trust to agree the internal grade boundaries and ensure that marking remains consistent, robust, and fair.
- Cedar 5 - Unit 4 Exam Paper. High level of control. The exam paper has been modified to ensure that there are no questions relating to AC3.3 and AC3.4. WJEC removed AC3.3 to reduce the volume of content required to teach in 2020-2021 and teachers within the NCLT Trust also reduced the content due to the internal assessment being brought forward to May 20th, 2021 (exam was originally scheduled for Tuesday 15th June). This assessment has been standardised and moderated with teachers internally within a college and with colleagues across the Trust to agree the internal grade boundaries and to ensure that teacher marking remains consistent, robust, and fair.
- Student preparation materials for the unit 3 controlled assessment and Cedar 'working at grades' - low level of control
- Unit 2 progression exam (where it supports a grade). Medium level of control
- Unit 1 controlled assessment (where it supports a grade). High level of control

#### CACHE Childcare and Education – Teacher Assessed Grades process in accordance with [NCFE Policy for Awarding Grades](#) [April update](#)

- Staff to log **actual grades** for this qualification in most instances.
- Unit 16 - has been adapted already by the awarding body. All placement hours are to be logged by assessor and checked by LIV. ( Page 5, 6, 12 of NCFE policy)
- Each unit, including unit 16 should have an IQA record, to show that the IV process has been completed, for quality assurance purposes. These records should be stored on file by the LIV and made available for HOS and centre QN to review. The IV process determines that all grades for actual work are correct. ( Page 12 of NCFE policy)
- Course unit trackers must be completed by all staff and emailed to HOS and LIV. Any TAG that has been awarded must be highlighted on the tracker, with a rationale why the TAG is being awarded and what evidence has been used.
- A TAG can be awarded to an individual student who has not been able to complete all of the expected work. Staff should **NOT give a calculated grade** for this learner. Staff should meet to discuss what evidence could be used from other units or what evidence needs to be created to meet the grade. Staff will discuss the grade, intended for the TAG unit, using the quality of the evidence. This will need to be documented in meeting min and on a CACHE TAG spread sheet ( sent to LIV and HOS when completed) Page 9
- All staff to review guidance from NCFE, **Approach to Awarding for 2020-21** explaining what a TAG is and is not. ( Page 13 of NCFE policy)
- HOS to QA all student TAG evidence that it is adequate, before grades are authorised.
- LIV and HOS should view the training video and supplementary documentation on how to log grades on the Cache portal and complete this together by **18th June**
- TAG Strategy Form to be submitted by QN and Head of Centre by **7th May**

## 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 will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document. They will be provided with training and support to help them carry out the process confidently and competently.
- We will ensure that the College carries out an internal standardisation process for the final two internal assessments. This will ensure that teachers are marking fairly, consistently, in accordance with established exam board mark schemes, and that grade boundaries used are fair and appropriate. This will complement standardisation processes used for earlier internal assessments.
- We will ensure that teachers establish grades collaboratively, to support consistency, fairness, challenge and scrutiny.
- We will conduct additional internal standardisation across all grades by Heads of School. Where a Head of School has worked with a single teacher of a subject to establish TAGs, this additional internal standardisation will be carried out by a member of the Senior Leadership Team.
- We will ensure that the Course Assessment Record and TAG spreadsheet will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades. These Course Assessment Records will be quality assured by Heads of School and Senior Leaders.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- We will not take account of the views of a private tutor in determining the grade of a subject taught by the centre.

## 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.

- As this is the College's first year of results, we will consider information on the grades awarded to students in our sister Colleges across the Trust in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the context of our College and its students in comparison to that of our sister Colleges.
- We will prepare a succinct narrative on the teacher assessed grades against the historic data of our sister Colleges, in the event of significant divergence from their results 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 the College will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- Senior leaders will carry out a further review of evidence for the qualification in question with the Head of School, to assess whether grades which appear overly lenient or harsh are sufficiently well supported by the evidence.
- Where there is compelling evidence that students are performing more strongly or less strongly than in our sister Colleges, and senior leaders are satisfied that evidence has been used fairly, consistently and judged appropriately, TAGs will remain entirely or largely unchanged. The College will be strongly mindful of, but not bound by, historical results in our sister Colleges, particularly where there is strong evidence of performance at the individual student level.
- Where it is established that the evidence does not fully support the TAGs proposed for a qualification, and that the overall grades are therefore overly lenient or harsh, Senior Leaders and Heads of School will determine any changes that are required to the TAGs to be submitted to the board. Changes to individual student grades will be made in cases where it is judged that there is the very limited or insufficient evidence to justify the TAGs initially proposed.

## 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).

- 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, or NEA completed. This applies to all of the assessments and NEA being used as evidence.
- Where a student has a reasonable adjustment or access arrangement approved but this is not subsequently provided, we will remove that assessment from the basket of evidence. We will consider whether an alternative form of evidence would be appropriate. However, this is extremely unlikely to occur.
- Where the need for an access arrangement or reasonable adjustment was identified part-way through a course, and access arrangements or reasonable adjustments approved part-way through the course, reduced emphasis will be placed on any assessments / NEA completed prior to the approval and implementation of the access arrangements or reasonable adjustments as a normal way of working, so that a student is not unfairly disadvantaged.
- We note the JCQ arrangements for special consideration which are used in normal circumstances. This defines the categories in which JCQ will determine whether special consideration should be given, and we will consider the same categories.  
<https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf>
- For assessments prior to April 2021, if we were aware at the time of the assessment (or NEA) that a student fell into one of the JCQ categories for Special Consideration, we will place a reduced emphasis on that assessment or NEA result so that the student is not disadvantaged.
- We will take all reasonable steps to identify and act on any students that we judge would be eligible for special consideration within the JCQ framework. Before TAGs are generated, students will be asked to inform us if they feel they have experienced adverse circumstances at the time of an assessment set out in the Course Assessment Record. We will check to see if these circumstances match the descriptors from JCQ (Joint Council for Qualifications) for Special Consideration. If their circumstances do match the JCQ descriptors, after consultation with Heads of School and Senior Leaders, we will place less emphasis on this assessment and use alternative pieces of evidence on which to base our judgement.
- 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)

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each pupil.
- Across all courses, no new content will be delivered after the Easter break, to ensure that students have sufficient time to consolidate the most recent topics before completing final assessments.
- Students have been provided with guidance and revision material for each internal assessments.
- The assessments for the courses have been broken up to ensure that students who are absent are still able to complete a range of assessments with enough coverage of the curriculum to make a teacher assessed grade.
- Recognising that it will not be possible to assess all content in the final two assessments, some courses have introduced a degree of optionality (for example choosing between different 25-mark essays). Such optionality already exists within some courses, and has been extended to a number of other courses where it can be fairly introduced whilst maintaining the integrity, challenge and breadth of the assessments.
- In the event of further significant Covid disruption, such as another College closure or lockdown, this will have limited impact in terms of educational delivery as the College can immediately revert to full live lesson delivery via Microsoft Teams. This means that students can continue to be supported in preparation for final assessments, or the completion of any residual NEA. In the event of a College closure, the College would review the circumstances to determine whether it would be possible to complete the final assessment due in May 2021. If circumstances allowed, the College would make arrangements for students to complete these assessments at home, but with additional control measures introduced to ensure the immediate return of papers and the supervision of students via Microsoft Teams of students completing assessments, to significantly reduce the likelihood of malpractice. If circumstances did not allow for assessments in this way, the final planned assessment would no longer be used in the basket of evidence. There would still be a sufficiently large amount of evidence on which to make informed judgements about TAGs.

- In the event that a small number of students are isolating during the final May assessment, the College will make reasonable efforts wherever possible to make arrangements for those students to complete the final assessment at home, but with control measures in place to ensure the supervision of students via Microsoft Teams, and the immediate return of completed papers.
- In the unlikely event that subject teaching staff are unable to mark and grade the last assessment due to absence, we would use the subject specialist staff in our other colleges in the Trust to take on this responsibility. This is made easier due to the fact that all three colleges in the Trust are setting the same papers and use the same grade boundaries.

## 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 School 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;
- 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

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 that teachers and Heads of School maintain records through the TAG spreadsheet showing how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements (TAG spreadsheet) for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

## 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 will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre



or with external tutors. These mechanisms include: controlled internal assessments, standardisation of marked work, comparing student work, checking work for unfamiliar words and grammar, a change in the quality of work produced, identification of unreferenced familiar text or using plagiarism detection software where applicable.

- Students on courses which have an NEA element will be required to sign a declaration of authenticity form to confirm the work is their own and all students will be subject to the College's assessment malpractice and plagiarism policy.
- 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 pupils;
  - failure to appropriately authenticate a pupil's work;
  - over direction of pupils in preparation for common assessments;
  - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  - centres enter pupils 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 pupils 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 pupils 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 also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

## Private candidates

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

### A. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- Private candidates will not have had the opportunity to sit the internal assessments that our internal students have completed over the last two years. However, we will make arrangements for private candidates to attend College to sit the remaining two internal assessments in April and May, alongside our internal candidates. Private candidates will be graded on the basis of their performance in those two assessments, alongside any relevant NEA which will also be marked by the College. Private candidates will be withdrawn if they do not attend these assessments or if they fail to submit NEA.
- Where it has been necessary to utilise different approaches, the JCQ Guidance on Private Candidates has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
- In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

## 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 possible student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required. Whilst all student results will be available, student scripts are only likely to be available for April and May assessments in Year 13, and completed NEA.
- 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.
- The Trust's Complaints Policy has been updated to reflect that complaints/appeals specifically in relation to TAGs awarded this summer will be dealt with in their entirety through the review and appeals process set out by JCQ (detailed below).
- Students have been appropriately guided as to the necessary stages of appeal.
- Students have been appropriately guided as to how and when they can notify the College of any perceived errors or omissions with respect to individual variations or special circumstances. These will be reviewed and decisions made by the College prior to the determination of TAGs.
- 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.

# Appeals Process

## After results day

Results issued (10/12 August)

1. Student asks centre for review because they think there has been an error

*Note: Grades can go up, down or stay the same*

Centre review: Centre checks for errors and process issues. Centre wants to change grade?

No

Yes

Awarding Organisation checks and issues final grade; may require input from Centre

Centre informs student of outcome

2. If Student thinks the error has not been resolved they ask centre for Awarding Organisation appeal

*Note: Grades can go up, down or stay the same*

Centre submits Awarding Organisation appeal

Awarding Organisation appeal:

Have processes been followed, is the grade a reasonable exercise of academic judgement?

No

Yes

Awarding Organisation issues final grade; may require input from Centre

Awarding Organisation issues final grade

Centre informs student of outcome

3. If dissatisfied, applications may be made to Ofqual's EPRS (Exam Procedures Review Service)