



The Tiffin Girls' School

Centre Policy

(Teacher Assessed Grades April 2021)

Centre Policy for determining teacher assessed grades – summer 2021: **The Tiffin Girls’ School**

Statement of Intent

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

- *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 and have read The Tiffin Girls’ School Centre Policy.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications (JCQ) 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 for Education, Ofqual, the JCQ 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

Roles and Responsibilities

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

Head of Centre

- *Our Head of Centre, Ian Keary, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for The Tiffin Girls' School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*
- *Our Head of Centre will ensure there is effective communications to parents and students in line with Ofqual's guidance on the teacher assessed grade process*
- *Our Head of Centre will ensure that the process is implemented with integrity and without bias or discrimination*

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *provide appropriate training and support to our other staff.*
- *support the Head of Centre in the internal 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 that all teachers within their department 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 JCQ.*
- *ensure teachers have the information required to make accurate and fair judgements.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*
- *ensure that each Head of Department signs a declaration form that is also signed by a second teacher, which could be the Head of Centre*

Teachers/ Specialist Teachers / Special Educational Needs Coordinator (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 JCQ, 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 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.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*
- *ensure that there is no conflict of interest with any students being awarded a teacher assessed grade*

Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
- *be responsible for the safe storage of evidence produced by students after 24 March 2021*

Training, support and guidance

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 relevant centre-based training to help achieve consistency and fairness to all students. This will be based on information provided by the JCQ and the awarding organisations.*
- *Training will be delivered on anti bias and discrimination and centre level standardisation and moderation*

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 support from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*
- *No NQT will make a decision on a final teacher assessed grade in isolation*

Use of appropriate evidence

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, the Centre Policy and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation after 24 March 2021, will be retained and made available for the purposes of external quality assurance and appeals.*
- *Where appropriate we will be using 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 (NEA) work, 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 students.*
- *We will use mock exams taken over the course of study. The mock exams for Year 11 and Year 13 were held remotely in March 2021 using a system called exam.net and monitored by invigilators. We have kept all documentation related to this as evidence for any external assurance review.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as Music, Drama, DT and PE.*

We provide further detail in the following areas:

- *We will be further assessing students in Year 11 and Year 13 from 19 April to 21 May 2021*
- *The assessments during this period will either be in-class assessments or final assessments sat in exam conditions, both methods delivering high levels of control.*
- *The purpose of these assessments is as follows:*
 - *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.*
 - *to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
 - *to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
 - *to collate more evidence that is conducted under high levels of control*
 - *to assess students on content as late as possible in the course*

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. Students will be required to sign a declaration form stating that it is their work.*
- *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.*
- *If a student has not completed one of the assessed pieces of evidence because of illness or the requirement to self-isolate, where possible, we will seek to identify another suitable piece of evidence or make a reasonable adjustment so as not to disadvantage the student.*

Determining 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.*
- *The grades determined by each department will be a holistic objective judgement*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Wherever possible evidence has been used consistently across the subject cohort and under high levels of control*
- *Teachers are required to have reviewed the grade descriptors and exemplification materials before grading students*
- *Each Head of Department will produce an Assessment Record for each subject cohort in conjunction with the teachers in their department, capturing any necessary variations for individual students*
- *Each Head of Department will be provided with a list of students from the SLT requiring consideration for reasonable adjustments*
- *On Friday 23 April, students and parents were informed of the evidence the centre would be utilising to award teacher assessed grades for each subject*

Internal quality assurance

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.*
- *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 provide all teachers with training and support to ensure they take a consistent approach to:*
 - *Arriving at teacher assessed grades*
 - *Marking of evidence where applicable*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades in compliance with the JCQ guidance*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by a member of the Senior Leadership Team*
- *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.*
- *Heads of Department and a second teacher will sign a declaration form stating they have complied with the JCQ requirements*

Comparison of teacher assessed grades to results for 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.

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*

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 can 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 omit subjects that we no longer offer from the historical data.*
- *This will be the first year of 180 students in Year 11 increased from 150 students in 2020*

Access Arrangements and Special Considerations

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 we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will take account of this when making judgements.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, if known, 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 been given guidance in line with 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 student.*
- *Where a student does not have a mark or grade for one of the sources of evidence then, where possible, an alternative and appropriate piece of evidence will be used or a reasonable adjustment will be made in support of an overall teacher assessed grade*
- *Where students have had to self-isolate or have missed school due to COVID related issues then we will ensure that is considered as part of a reasonable adjustment and any variation determined is captured on the Assessment Record for that department*
- *The centre is planning to hold final assessments during the weeks 10-14 May and 17-21 May 2021. Any student not able to attend school for these assessments, will either be provided with the opportunity to do these remotely with invigilation, or they will sit them at a later date during the week 24-28 May 2021, or a reasonable adjustment will be made.*

Objectivity

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 Head of 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 students' 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.*

Centre specific actions to mitigate the risk include:

- *All staff will be provided with centre based training on anti bias and discrimination*
- *All staff will be asked to declare any conflict of interest*

Recording decisions and retention of 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 Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks and assessment objectives 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 for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions, after 24 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 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, which will include each Head of Department signing a declaration, a second teacher signing a declaration, each student signing a declaration and the implementation of high control systems and processes, 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

| A. Confidentiality |
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| <p><i>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.</i></p> <ul style="list-style-type: none"> ● <i>All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.</i> ● <i>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.</i> ● <i>Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/carers.</i> |

Malpractice

| B. Malpractice |
|---|
| <p><i>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.</i></p> <ul style="list-style-type: none"> ● <i>The school will comply with the JCQ guidance on Suspected Malpractice - https://www.jcq.org.uk/wp-content/uploads/2020/09/Malpractice_20-21_v2-1.pdf.</i> ● <i>All staff involved have been made aware of this policy</i> ● <i>All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:</i> <ul style="list-style-type: none"> ○ <i>breaches of internal security;</i> ○ <i>deception;</i> ○ <i>improper assistance to students;</i> ○ <i>failure to appropriately authenticate a student's work;</i> ○ <i>over direction of students in preparation for common assessments;</i> ○ <i>allegations that centres submit grades not supported by evidence that they know to be inaccurate;</i> ○ <i>centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;</i> ○ <i>failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and</i> ○ <i>failure to keep appropriate records of decisions made and teacher assessed grades.</i> ● <i>The consequences of malpractice or maladministration, as published in the JCQ guidance, includes 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.</i> |

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.*
- *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 to separate duties and personnel to ensure fairness in later process reviews and appeals.*

Private candidates

A. Private Candidates

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

- *Our arrangements for assessing Private Candidates have been determined by Heads of Department and shared with private candidates*
- *Where it has been necessary to utilise different approaches to internal candidates, 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 student evidence, after 24 March 2021, on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *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/carers will be 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 will be 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 will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.*
- *Students will be 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.*