

## Centre Policy for determining Teacher Assessed Grades (TAGs) Summer 2021: Christ's Hospital

### Statement of Intent

#### **Statement of Intent**

This section provides details of the purpose of this document, as appropriate to Christ's Hospital School:

*The purpose of this policy is:*

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- *To ensure the operation of effective processes with clear guidelines and support for staff.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department for 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

### Roles and Responsibilities

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

#### **Head of Centre (Mr Simon Reid)**

- *The Head of Centre, Simon Reid, will be responsible for approving the policy for determining teacher assessed grades.*
- *The Head of Centre has overall responsibility for Christ's Hospital as an examinations centre and will ensure that clear roles and responsibilities for all staff are defined.*
- *The 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.*
- *The 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 Department**

*Our Senior Leadership Team and Heads of Departments will:*

- *provide training and support to 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 them.*
- *ensure that all teachers within each department make consistent judgements about student evidence in deriving a grade.*
- *ensure that all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *Ensure that 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.*
- *securely store and be able to retrieve sufficient evidence to justify final teacher assessed grade decisions.*
- *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 pupils will also be recorded.*

#### **Teachers/ SENCo (Ms. Linzi Williams)**

*Our teachers, specialist teachers and SENCo will:*

- *ensure that 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.*
- *Support the Head of Department in the production of 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 pupils will also be recorded.*

#### **Examinations Officer (Miss. Jasmine Munro)**

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

#### **Training**

This section provides details of the approach Christ's Hospital 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 pupils.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications, the awarding organisations, Heads of Department and Christ's Hospital School.*
- *Heads of Department direction on: application of mark schemes, moderation of marked work, departmental quality assurance checks.*

#### **Support for Newly Qualified Teachers and teachers less familiar with assessment**

This section provides details of Christ's Hospital's approach to training, support and guidance for newly qualified teachers and teachers less familiar with assessment.

- *Within departments, appropriate mentoring from experienced teachers will be afforded to NQTs and teachers less familiar with assessment. Teachers should indicate to Heads of Department if they require this additional support.*
- *Additional internal reviews of teacher assessed grades for NQTs and other teachers, as appropriate, will be undertaken by Heads of Department and other members of the Senior Leadership Team.*

### Use of appropriate evidence

#### **Use of evidence**

This section gives details in relation to Christ's Hospital's 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 found [here](#)*
- *[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972387/6768-4\\_Information\\_for\\_heads\\_of\\_centre\\_heads\\_of\\_department\\_and\\_teachers\\_on\\_the\\_submission\\_of\\_teacher\\_assessed\\_grades-summer\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972387/6768-4_Information_for_heads_of_centre_heads_of_department_and_teachers_on_the_submission_of_teacher_assessed_grades-summer_2021.pdf)*
- *<https://www.aqa.org.uk/2021-exam-changes>;*

- [https://qualifications.pearson.com/en/campaigns/summer-2021-support.html?utm\\_source=homepage&utm\\_medium=referral&utm\\_campaign=GBSEGS0820SUM21](https://qualifications.pearson.com/en/campaigns/summer-2021-support.html?utm_source=homepage&utm_medium=referral&utm_campaign=GBSEGS0820SUM21);
- <https://www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/>
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- 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 work (often referred to as coursework), even if this has not been fully completed.
- We will consider 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 consider substantial class or homework (including work that took place during remote learning).
- We will consider internal tests taken by pupils.
- We will consider mock exams taken over the course of study.
- We will consider records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- We will use additional assessment materials to give pupils the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give pupils an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

Christ's Hospital 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.
- 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.

## Determining teacher assessed grades

### Awarding teacher assessed grades based on evidence

We give details here of Christ's Hospital'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 teachers will assist Heads of Department in the production of Assessment Records for each subject cohort and will share this with the Senior Leadership Team. Any necessary variations for individual pupils will also be shared.*

## Head of Centre Internal Quality Assurance and Declaration

### Internal quality assurance

#### A. Internal quality assurance

This section gives details of Christ's Hospital's 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. This will be done via appropriate training and then release of an e-learning module to all teachers involved in TAG development.*
- *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 under direction from the Heads of Department.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
  - *arriving at teacher assessed grades*
  - *marking of evidence*
  - *reaching a holistic grading decision*
  - *applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades.*
- *We will ensure that the 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 Mr. Edward Hatton (Director of Teaching and Learning).*
- *In respect of equality legislation, we will consider the range of evidence for pupils with different protected characteristics that are included in our internal standardisation.*

## Comparison of teacher assessed grades to results for previous cohorts

<b>B. Comparison of Teacher Assessed Grades to results for previous cohorts</b>
<p>This section gives details of Christ's Hospital's 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.</p> <ul style="list-style-type: none"> <li>• <i>We will compile information on the grades awarded to our pupils in the past 2016-2019 June series in which examinations took place.</i></li> <li>• <i>We will consider the size of our cohort from year to year.</i></li> <li>• <i>We will consider the stability of our centre's overall grade outcomes from year to year.</i></li> <li>• <i>We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.</i></li> <li>• <i>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, will address the reasons for this divergence. This commentary will be available for subsequent review during the Quality Assurance process.</i></li> </ul>
<p>This section gives details of the approach Christ's Hospital will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.</p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>We will include all grades previously attained from similarly equivalent examination series within a subject, i.e. international GCSE previously offered in subjects that now undertake GCSE.</i></li> <li>• <i>We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.</i></li> </ul>
<p>This section gives details of changes in Christ's Hospital cohorts that need to be reflected in our comparisons.</p> <ul style="list-style-type: none"> <li>• <i>We will omit Archaeology results from the historical data as we no longer offer it.</i></li> </ul>

## Access Arrangements and Special Considerations

<b>Reasonable adjustments and mitigating circumstances (special consideration)</b>
<p>This section gives details of Christ's Hospital's approach to access arrangements and mitigating circumstances (special consideration).</p> <ul style="list-style-type: none"> <li>• <i>Where pupils 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.</i></li> <li>• <i>Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence will be obtained or considered.</i></li> <li>• <i>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.</i></li> <li>• <i>The Exams Officer, Designated Safeguarding Lead, Deputy Head and Assistant Head Academic will meet during the process to collate all known special consideration issues as per the JCQ Special Consideration policy and ensure are known to both teachers and Heads of Department to be incorporated into Assessment Records by departments.</i></li> </ul>

- *All teacher assessed grades in which Special Consideration has been applied will be reviewed by the Exams Officer, Designated Safeguarding Lead, Deputy Head and Assistant Head Academic.*
- *Teachers and Heads of Department 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 pupils 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)

### **Addressing Disruption/Differentiated Lost Learning (DLL)**

This section gives details of Christ's Hospital's 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.*
- *Due consideration will be given to evidence based on content that was taught and covered during periods of remote learning.*

## Objectivity

### Objectivity

This section gives a summary of the arrangements in place within Christ's Hospital in relation to objectivity.

*Teaching 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;*
- *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.*
- <https://www.gov.uk/government/publications/information-for-centres-about-making-objective-judgements>

## Recording decisions and retention of evidence and data

### Recording Decisions and Retention of Evidence and Data

This section outlines Christ's Hospital's 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 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.*
- *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 Departments, in the Exams Office or on a secure centre-based system that can be readily shared with our awarding organisation(s).*

## Authenticating evidence

### 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 pupils' own and that no inappropriate levels of support have been given to pupils to complete it, either within the centre or with external tutors. Such as:*
  - *additional assessment material and in class tests will be completed under test conditions.*
  - *candidates completing assessments remotely will be required to be remotely invigilated via Microsoft Teams, aurally and visually. The assessment will only be shared with the candidate for the duration of the assessment.*
  - *Teachers are to confirm that any homework evidence that is considered must be consistent with work previously conducted either in class or at home.*
  - *Any classwork evidence to be considered must be in line with work previously seen by the candidate.*
  - *Candidates with word processing Access Arrangements for assessment should be seen by teachers to turn off their internet capability and complete work with the device screen in the teacher's line of sight.*
- *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.*
- <https://www.aqa.org.uk/2021-exam-changes>;
- [https://qualifications.pearson.com/en/campaigns/summer-2021-support.html?utm\\_source=homepage&utm\\_medium=referral&utm\\_campaign=GBSEGS0820SUM21](https://qualifications.pearson.com/en/campaigns/summer-2021-support.html?utm_source=homepage&utm_medium=referral&utm_campaign=GBSEGS0820SUM21);
- <https://www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/>

## Confidentiality, malpractice and conflicts of interest

### Confidentiality

#### 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 pupils' 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

#### B. Malpractice

*This section details the measures in place in Christ's Hospital 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 the Staff Code of Conduct 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 student'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

#### C. Conflicts of Interest

*This section details Christ's Hospital's 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 the Head of Centre and Exams Officer for further consideration.*
- *The Head of Centre, Assistant Head Academic and Exams Officer 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](#).*
- *All known conflicts of interest have been recorded centrally, by the Exams Officer, with action plans for mitigation of potential conflicts of interest. The teacher assessed grades and evidence for those candidates where conflicts of interest occur will be reviewed by members of the Senior Leadership Team. If a member of the Senior Leadership Team is conflicted, that person will not be involved in the review process for the relevant pupil(s).*
- *We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*

### Private candidates

#### Private Candidates

This section details Christ's Hospitals approach to providing and quality assuring grades to private candidates.

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.*
- *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

#### External Quality Assurance

This section outlines the arrangements Christ's Hospital has 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 are based 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 pupils and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All teaching 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

### Results

This section details Christ's Hospital's approach to the issue of results to pupils 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 pupils.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to pupils 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

### Appeals

This section details Christ's Hospital's 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.*
- *Learners 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 pupils 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.*