

Teacher Assessed Grades

Centre Policy – Summer 2021



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1. Statement of intent

On the 25th of February 2021 the Department of Education, along with Ofqual, announced the arrangements for how qualifications will be awarded this summer. This document details the process by which student grades will be calculated by the UTC this year. Full guidance can be found via the following link -

<https://www.gov.uk/government/speeches/how-qualifications-will-be-awarded-in-2021>

The methodology for awarding grades this year is based on assessing work completed. This means that all teachers should, wherever possible, be able to produce physical evidence of this work along with the data collected at the time. They should not, any any point, rely on anecdotal evidence such as participation in class, behaviour or other subjective measure. We will not be looking at what students could have achieved, but what they have achieved.

2. Roles and responsibilities

Roles	Responsibility
Head of Centre Louise Davies	<ul style="list-style-type: none">• Our Head of Centre will be responsible for approving our policy for determining Teacher Assessed Grades.• Our Head of Centre has overall responsibility for the UTC 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.
The Senior Leadership Team will:	<ul style="list-style-type: none">• provide training and support to our other staff.• support the Head of Centre in the quality assurance of the final Teacher Assessed Grades.• ensure an effective approach within and across departments and authenticate the preliminary outcome from single teacher subjects.• be responsible for ensuring that staff have a clear understanding of the internal and external quality assurance processes and their role(s) within it.

<p>Curriculum Leaders will:</p>	<ul style="list-style-type: none"> □ provide training and support to our other staff. □ support the Head of Centre in the quality assurance of the final Teacher Assessed Grades. □ ensure an effective approach within and across departments and authenticate 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 or 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 Joint Council for Qualifications. □ ensure teachers have the information required to make accurate and fair judgments. □ ensure that a Curriculum Leaders Checklist is completed for each qualification that they are submitting.
<p>Teachers and SENCo will:</p>	<ul style="list-style-type: none"> □ ensure they conduct assessments under our centre’s appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide Teacher Assessed Grades for each student they have entered for a qualification. □ ensure that the Teacher Assessed Grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student. □ make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance. □ 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.

**The Examinations Officer
(Julie Morris) will:**

- Enter all grades onto exam board systems.
- Co-ordinate the collation and delivery of exam results.
- Lead the appeals process.

3. Training, guidance and support

All teaching staff have/will receive the following training, guidance and support:

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- Subject meetings will take place every week to allow for planning, marking and moderation.
- A Grade Descriptors meeting will be held to introduce, discuss and embed the principles of grade descriptors for their subject.
- Mentoring for NQTs from SLT and curriculum leaders with additional TAG reviews.
- Quality assurance meetings with SLT line managers for single person departments.
- VTQ teachers to receive guidance and support from standards verifiers.
- Individual subject areas will receive guidance and support from exam boards and use these in their subject meetings.

4. The use of appropriate evidence

The UTC will follow the JCQ guidance on grading linked here:

<https://www.gov.uk/government/publications/awarding-qualifications-in-summer2021/awarding-qualifications-in-summer-2021>

The UTC will ensure the appropriateness of evidence, and balance of evidence, in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.

- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.
- When the evidence was produced.

4.1. GCSEs and A Levels

This includes all GCSE, AS and A Level courses that are run at the UTC. (The same approach will be taken with the Extended Project Qualification.)

Students studying these courses will have a course level grade predicted by the UTC. Each prediction will go through a quality assurance system as described later in this document.

The grade that the UTC submits to the exam board will not then be changed by the exam board, although students are entitled to appeal their grade. This is done through the UTC.

When deciding on a grade teachers will consider the following forms 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.
- 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 use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study.
- Future assessments – Teachers will be given access to a library of exam questions that *could* be used to gather more evidence for a predicted grade. We do not intend to hold a further series of mock examinations, so any assessments will need to be carried out in lessons.

Teachers will need to follow the strict timeline below to ensure that there is enough time for us to suitably Quality Assure each grade and give us the confidence that each student will finish the year with a fair set of grades.

4.2. Vocational and Technical Qualifications (VTQs)

The process for predictions that the UTC makes for students studying VTQs may differ slightly from the GCSE and A Level process. These processes are described below.

Each prediction will go through a quality assurance system as described later in this document.

The grade that the UTC submits to the exam board will not then be changed by the exam board, although students are entitled to appeal their grade. This is done through the UTC.

The courses that are included in the VTQ list are

Key Stage 4

- BTEC Digital Information Technology
- BTEC Creative Media Production
- WJEC Engineering
- NCFE Graphic Design
- BTEC Sport

Key Stage 5

- Functional Skills English
- AQA Tech Level in Cyber Security
- OCR Cambridge Technicals in IT
- BTEC Engineering
- BTEC Applied Science
- Extended Project Qualification (EPQ)

4.2.1. Cambridge Technicals

There will be no external exams this summer. Teachers will need to enter a course prediction and not a prediction for each unit completed. Units will still need to be marked by teachers, whether or not they've been completed.

Teachers should continue to complete as much coursework as possible and use this to help them make the prediction for the final grade. The coursework grades should be combined with banked grades for the exam units where appropriate.

If there are no banked grades or if a student was being entered for a re-sit, then the range of evidence outlined in the GCSE and A Level section above should be used to help make this prediction.

There will be no external sampling of units for students completing this year.

4.2.2. Tech Levels

The process for this is the same as Cambridge Technicals described above.

4.2.3. BTEC

The process for this is the same as Cambridge Technicals described above.

The one difference between the BTEC and the Cambridge Technicals is that BTEC will perform some external standardisation. This will be limited to one unit and three learners.

4.2.4. EPQ

The Extended Project Qualification will be treated in the same way as A Levels.

4.2.5. Functional Skills

Exams for Level 2 Functional Skills English will be completed in the expected way. As these exams are on demand, students will - wherever possible - complete their exam at the appropriate time. There will be no TAG for this course.

5. Determining Teacher Assessed Grades

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, ie 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 discuss each TAG and each piece of evidence included when producing the TAG with their curriculum leader.
- Our curriculum leaders will describe the process of awarding grades in their Subject Audit meeting with the Head of Centre and Deputy Headteacher.

6. Internal and external 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 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 an appropriate member of staff within the centre.
 - This will be Gareth Lister – Deputy Headteacher.
- 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.

7. Comparison of grades to results for previous cohorts

As a new centre, opened in 2017, we have only had one set of externally validated results. Our externally validated results from 2019 will be used to compare the current cohorts' grades. However, the published UTC examination results from 2019 have only very limited usefulness because:

- The opening cohort of the UTC was not typical of those that have followed, particularly in relation to the disengagement from formal education and limited progress made in key stage 3, as well as a disproportionate number of students being out of age.
- In many subjects, cohort size was very small.

8. Access Arrangements and 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.
- 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, we will take account of this when making judgements.

9. Addressing disruption

Teacher Assessed Grades will be determined based on evidence of the content that has been taught and assessed for each student.

10. Objectivity

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

Senior Leaders, Heads of Department and Centre will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions); □ how to minimise bias in questions and marking and hidden forms of bias); and □ bias in Teacher Assessed Grades.

To ensure objectivity, all staff involved in determining Teacher Assessed Grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- Teacher Assessed Grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socioeconomic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and

11. Recording decisions and retention of 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 the marks/grades of individual students.
- 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 wherever possible evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

12. Authenticating evidence

12.1. Timeline

Date	Activity	Staff involved
w/c 8 th March	Subject Audits to be completed.	CLT
w/c 15 th March	Subject Audits to be quality assured by DHT.	GL
19 th March	Tracking point 3 for year 11 and year 13.	Teachers
w/c 22 nd March	TAG evidence discussions to take place with all teachers for each class completing this summer.	Teachers
w/c 29 th March	Line management discussions on subject audits and TAG evidence discussions. TAG subject meeting documents to be produced.	SLT and CLT
From 19 th April	Additional assessment evidence gathering begins.	Teachers
28 th May	Internal academic assessment evidence deadline.	Teachers
28 th May	Internal VTQ assessment evidence deadline.	Teachers
7 th June – 09:00	Deadline for TAGs to be entered onto Arbor.	Teachers
7 th June – 18:00	Deadline for data analysis from SLT to identify inconsistencies.	GL
8 th June	First day of subject grade meetings.	SLT and CLT
11 th June	Final day of subject grade meetings.	SLT and CLT
15 th June	Grades signed off by Head teacher.	LD
16 th June	Grades entered onto exam board websites by JM and GL.	GL, JM

12.2. Quality Assurance Process

We already have a strong quality assurance programme that ensures teachers are well prepared for gathering assessment evidence over the duration of a course. In addition to this current process we will add these additional steps:

Step 1	w/c 15 th Match	DHT will quality assure each of the subject audits and feed back to curriculum leaders. The purpose of this is to ensure that each subject has strategically identified what they will be delivering in the classroom for the remainder of the school year for years 11 and 13
Step 2	w/c 22 nd March	After the scheduled tracking point for year 11 and year 13, teaching staff will need to discuss all TAG grades and evidence with their line manager for each year 11 and year 13 class that they teach. They will also be asked to specify what evidence has gone into generating this tracking grade and identify what evidence is needed to consolidate or improve the grade predictions for each student.
Step 3	w/c 29 th March	During the last week of term and the first week of term 5, all curriculum leaders will have a meeting with their SLT line manager where they will need to complete a TAG subject meeting document. The line manager will work with the teacher to identify any additional actions that need to take place, and to finalise a strategy for enabling each student to maximise their attainment.
Step 4	7 th June	Once TAGs have been entered onto Arbor by teaching staff GL will complete data analysis for each student, for each subject. This analysis will compare the TAG that teachers have entered onto Arbor with KS2 baseline date, KS3 benchmarking data and previous tracking points. The purpose of this is to identify any inconsistencies in the data that will be challenged during step 4 of this process.
Step 5	8 th June – 11 th June	The relevant curriculum leader for each subject will have a meeting with HT and DHT to discuss the TAGs that have been entered onto Arbor. During this discussion each grade for each student will be discussed and any inconsistencies will be challenged. If HT feels that there is insufficient evidence to award the entered grade then the curriculum leader, along with the relevant member of staff, will either change the TAG or provide HT with additional evidence to demonstrate the accuracy of the grade.

13. Confidentiality, Malpractice and Maladministration, and conflicts of interest

The UTC will follow our usual process of confidentiality, malpractice and maladministration, and conflicts of interest as declared in our Trust policies linked below.

Whistleblowing policy - https://academytrust.sgscol.ac.uk/media/SGSAT_Whistleblowing_Policy.pdf

Exams policy -

14. Private Candidates

The UTC will not have any private candidates taking qualifications through the UTC this academic year.

15. External Quality Assurance

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

16. Results

The exam board confirmed grades will be collated by the examinations officer on the 9th August for post 16 and 11th August for pre 16. These will be managed following the usual protocol for exam results and they will be handed to post 16 students on the 10th August and pre 16 students on the 12th August.

17. Appeals

The UTC will follow JCQ guidance for appeals as described in the linked document below.

<https://www.jcq.org.uk/wp-content/uploads/2021/03/JCQ-Guidance-on-theDetermination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

Students will be given a letter detailing the appeals process in their results pack. All appeals processes will be managed by the Examinations Officer.

The result of the appeal will be decided by the Headteacher and Deputy Headteacher and shared with the student.

If the student thinks the appeal has not been resolved then we will continue to follow the appeals process as outlined by the JCQ.