

Greenshaw High School
Policy for Teacher Assessed Grades, Summer 2021

Responsible: Mr P. Stock

Last updated: 7th April 2021

The purpose of this policy is:

- to ensure that the process of producing Teacher Assessed Graded Grades (TAGs) is fair, objective and generates consistent outcomes within and across departments;
- to ensure that all staff involved in producing TAGs know, understand and can complete their roles in the process effectively;
- to ensure that TAGs are produced in line with guidance from the Joint Council for Qualifications (JCQ) and individual exam boards, and that all grades awarded are a fair reflection of students' knowledge and understanding

It is the responsibility of everyone involved in the generation of Teacher Assessed Grades to read, understand and implement this policy.

Roles and Responsibilities

The **Head of Centre** has overall responsibility for Greenshaw High School as an examinations centre and will ensure the roles and responsibilities of all staff are defined. The Head of Centre will confirm that Teacher Assessed Grade judgements are accurate and that the method of determining grades follows the agreed procedure, including the use of professional judgement, robust forms of internal standardisation and moderation and systematic checks for bias and discrimination. They will also make sure that checks are in place to ensure grades decisions align with the guidance on standards provided by awarding organisations.

The **Senior Leaders** will provide support to staff involved in producing Teacher Assessed Grades and support the Head of Centre in the quality assurance of the final Grades. They have a role in achieving a consistent approach across departments, including authenticating the preliminary outcome from single teacher subjects. They are also responsible for ensuring all staff have a clear understanding of the internal and external quality assurance processes and their role within it.

Heads of Department are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that standardisation and moderation procedures are followed so that grades calculated are fair and consistent. They will also ensure that HOD checklists are used to assure consistency and objectivity. They will ensure an Assessment Record is completed that details the nature of the evidence, the level of control, and any other relevant evidence. Any variations for individual students will also be recorded e.g. absence.

Teachers are responsible for ensuring they follow the centre's procedure for administering assessments in class, and that they have sufficient evidence, in line with the centre policy, to support the Teacher Assessed Grades they award for each candidate. They must ensure that grades assigned are a fair, valid and reliable reflection of the evidence available for each student and that all evidence is securely stored for later retrieval.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to the relevant exam boards. They must also ensure that any guidance information is shared promptly with all relevant staff. The Examinations Officer is responsible for the administration of the final Teacher Assessed Grades and for managing the post-results services within the centre.

Training, Support and Guidance

Teachers involved in determining grades will attend all centre-based training and engage fully with any relevant JCQ or exam-board subject-specific training necessary to support the calculation of grades. If they cannot attend in person, they will catch up with recordings of meetings or supporting documentation as soon as possible. All attendance will be recorded and absences followed up.

Heads of Department or experienced colleagues will provide NQTs and teachers less familiar with assessment with appropriate forms of mentoring, training and support during the process.

To ensure objectivity, all staff involved in determining teacher assessed grades will also be made aware through training and internal moderation 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.

Appropriate Evidence

The following will be used as evidence to inform Teacher Assessed Grades.

- Mock examinations carried out earlier in the school year whilst students were in school in high controlled and supervised conditions using whole exam board past papers;
- Short assessments that will take place between April and June in class under high controlled and supervised conditions using exam board past paper papers/questions or centre-devised tasks that reflect the specification format and mark schemes;
- Non-exam assessment work, even where not completed, if applicable to the subject;
- Ongoing records of capability and performance in practical or performance-based subjects.

The exact nature of the evidence will depend on the subject and/or key stage. The relative weighting for each piece of evidence depends on the individual subject and the amount of evidence available for each candidate. In general, however, for subjects with all (or the majority of) their grade usually determined by terminal examination, the following broad weightings will apply:

- Mock examinations completed in school between Sept to Dec 2020 = 25%*
- 3 x short assessments completed in class between Apr to June 2021 = 25% each

** not all subjects completed mock examinations, particularly at A level. In these circumstances, greater weight will be attached to the three short assessments completed in class.*

Subjects with full or part Non-Examined Assessment (NEA) components will use completed/partially completed portfolio work or ongoing records of practical work or performance as evidence to inform grades. This evidence will include results of any written assessed components, where applicable.

In cases, following consideration of previous year's outcomes, where there is a need to distinguish between a number of students awarded the same grade, extended tasks completed in class and/or at home may also be considered as additional forms of evidence to refine the final judgement.

Most evidence will be produced in high controlled and supervised conditions. In the event that any student is not able to provide evidence under these conditions, such as through absence, we will consider alternative evidence. This will include evidence from substantial pieces of classwork and

homework. At all times we will consider the level of control under which work was completed, and ensure that we are able to authenticate all work produced as the student's own.

During the production of each task we will consider the specification and assessment objective coverage of the assessment. We will also consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments. The coverage of assessment objectives, along with the details of each task, will be detailed in the Assessment Overview provided by Heads of Department for each cohort of entry.

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 also 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).

Determining Teacher Assessed Grades

Grades will be determined by the teacher's professional judgement using the best evidence available from a combination of historic mock exam performance and performance on assessments completed during the April to June 2021 period. All grades will be determined by evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills in regard to the specification content that they have covered.

To make accurate judgements, teachers will have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades;
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

All grades will then be quality assured by the head of department or, in departments with a single teacher, by the senior leader responsible for the line management of that department.

Internal Quality Assurance

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. Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the relevant SLT link.

Greenshaw High School will quality assure all final grade submissions to ensure they are fair and in line with outcomes from previous cohorts. Where there is a significant and valid variation between outcomes, we will make sure that there is a strong evidence based that supports this difference.

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

Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it will be a requirement to carry out robust internal standardisation and moderation for work completed as part of the evidence. The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards.

All teachers responsible for assessing work for that cohort will grade standardised material set by the exam board or, where this is not available, by the head of department. In follow up training the main features of work reflecting different levels of achievement will be identified, and any significant anomalies will be addressed with the individual teachers concerned before teachers begin marking their own students' work. This activity will be completed for each separate assessment.

A standardisation activity will take place prior to teachers determining final grades for students. This will involve teachers first reviewing the grade descriptors and exemplification materials provided by awarding organisations before grading standardised examples of complete evidence at three different levels of attainment. As with the standardisation process for each assessment task, follow up training will review the features of each example of standardised evidence and the reasons why it achieved its grade, with further support offered to teachers where required. This will take place before teachers begin determining the grades for their own students.

Internal Moderation

After each assessment has been marked by teachers and given raw scores, the Head of Department will use their checklists to ensure accuracy and consistency across the department. Cross-checking of marking will take place across the full range of marks and include candidates from each class, as well as checks for possible bias and/or discrimination amongst different groups e.g. gender, ethnicity, PP.

In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics. Full records will be kept of the moderation process and include details of any amendments to individual students or classes and/or any follow up activities required.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation. Our internal standardisation and moderation process will help to ensure that there are different perspectives to the quality assurance process and that objectivity is retained.

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.

Comparison of Teacher Assessed Grades to results for previous cohorts

Greenshaw High School will compile information on the grades awarded to our students in past June series in which exams took place. We will consider the size of our cohort from year to year, and 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, address the reasons for this divergence. We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs.

Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Greenshaw High School will make every effort to ensure that these arrangements are in place when assessments are being taken. Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.

The Appeals Process

Students who are unhappy with their Teacher Assessed Grade will be able to appeal directly to the school where any administrative errors will be checked. If there has been an administrative error, the school will report this to the relevant Exam Board and the Teacher Assessed Grade will be revised. In cases where there is no administrative error, the student will need to request the school appeals to the Exam Board on their behalf.

Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements. Students will be guided as to the necessary stages of appeal. Arrangements will also be in place to obtain the written consent of students prior to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.

We will inform students that they have the opportunity to sit exams during the Autumn series later in the year should they wish to try to improve their grade.

Results

All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021. Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results and 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. Appropriate staff will be available to respond promptly to any requests for information from awarding organisations. Parents/guardians have been made aware of arrangements for results days.

Confidentiality, malpractice and conflicts of interest

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, will be shared with parents/guardians.

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.

Private candidates

Our arrangements for assessing Private Candidates to arrive at appropriate grades are similar to the approaches utilised for internal candidates. For subjects assessed via examination we will be using three different pieces of evidence to help determine teacher assessed grades at GCSE and A level. We will use three assessments sat at points in the summer term in high control conditions. This evidence will cover the range of assessment objectives in the specifications and ensure a leaning towards evidence collected nearer to the end of the course. We will not be accepting evidence from other established educational providers.

External Quality Assurance

All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required. All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.