

Thomas Becket Catholic School Centre Policy for Determining Teacher Assessed Grades

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

Centre Policy for determining teacher assessed grades – summer 2021:

Thomas Becket Catholic School - 27244

Statement of Intent
<p><i>The purpose of this policy is:</i></p> <ul style="list-style-type: none"><i>To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.</i><i>To ensure the operation of effective processes with clear guidelines and support for staff.</i><i>To ensure that all staff involved in the processes clearly understand their roles and responsibilities.</i><i>To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.</i><i>To ensure the consideration of historical centre data in the process, whilst being mindful that we are an improving school therefore our previous cohorts may not reflect our current cohort.</i><i>To support a high standard of internal quality assurance in the allocation of teacher assessed grades.</i><i>To support our centre in meeting its obligations in relation to equality legislation.</i><i>To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.</i><i>To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.</i>

Roles and Responsibilities

Head of Centre

- *Our Head of Centre, Mark McLaughlin will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Thomas Becket Catholic 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.*

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *provide training and support to our other staff.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across 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 Joint Council for Qualifications.*
- *ensure all staff follow the school's policy regarding standardization, marking, and moderation*
- *ensure all departments have completed a risk assessment*
- *ensure 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.*

Teachers/ Specialist Teachers / 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 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.

Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
- *Maintaining and managing the centralisation of and storing of all students' evidence once work has been standardised marked and moderated*
- *Monitoring the compliance of Heads of Department with regard to the record keeping, authentication of work and any additional systems put in place to ensure the smooth running of the process*

Training

- Teachers involved in determining grades in our centre will receive training in Objectivity and Subconscious Bias training window between 15th and 23rd April



The poster features the Thomas Becket Catholic School logo at the top right. On the left, a photograph shows a young woman in a school uniform sitting at a desk, looking thoughtfully to the side. The right side of the poster has a dark red background with white text that reads: 'Objectivity and Subconscious bias', '15th April 2021', and 'Building new horizons through love faith and excellence'.

- Heads of Departments and subject teachers will be given guidance on how to standardise, mark and moderate work delivered March 24th

Internal Quality Assurance Measures: Guidance on standardisation marking moderation grading and storing



Our INTERNAL Quality Assurance measures will consist of a four-stage process: standardisation, marking, moderation, grading and storing.

Stage 1: Standardisation

Standardisation meeting agreeing the 'standard' and how exam board mark schemes ought to be interpreted. This typically means doing some sample scripts together and discussing reasons for marks being awarded. This enables a common interpretation of the mark scheme to be applied.

Stage 2: Blind Marking

Where possible 'blind marking' to eradicate any sub-conscious bias. All marking for the purposes of this process ought to be done in **RED** and comments need to be lifted directly from the examination boards mark scheme and annotated on the scripts – you are justifying the reasons for giving it a level / mark based on the examination boards criteria.

Stage 3: Moderation

Moderation where possible please follow the following process:

- Sample Size - if sample is less than 20 then ALL scripts ought to be moderated.
- Where the cohort is more than 20 a sample consisting of at least 20 is required plus an additional 20% of the whole cohort. For example, in History we have 60 students so my

- Teachers will engage with training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- All Heads of Departments will make full use of training materials provided by their relevant examination boards on the process involved

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 mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.
- HODs will complete this grid as part of their Quality Assurance Submission to help identify risk and support requirements.
- In order to ascertain the level of experience of the teachers' involved in the TAG process, please complete this summary table. This will enable a risk assessment of departments where experience levels maybe lower and therefore support can be available.
- SLT links to help support with moderation and standardisation in subject where risk is deemed to be higher
- Example of the risk assessment form is included below:

Please outline below any additional training your department has undergone to ensure high quality and accurate marking and moderation can take place. Please include any training that has been done over the past two years which is relevant – this may include any in-house training delivered by the members of the Department, specific courses provided by examination boards and or any direct experience of marking for examination boards

Members of Department	Details of training completed and or relevant additional experience	Dates
Jane Pick JPI	<p>Attended the Standardisation course for GCSE on marking and moderation of coursework with AQA examboard on Tuesday 9th March 2021 – 3 hours. Have all resources and examples of each grade.</p> <p>Attended the Standardisation course for A Level on marking and moderation of coursework with AQA examboard on Wednesday 24th February 2021 – 3 hours. Have all resources and examples of each grade.</p> <p>Attend every year standardisation with AQA examboard since being at Thomas Becket Catholic School. Always mark within tolerance and never had any grades changed while standardising/ at Thomas Becket Catholic School.</p> <p>Regularly leads department training on marking and moderation of coursework and examination.</p>	June 2016 to present 2021
Bonnie White BWH	<p>Attended the Standardisation course for GCSE on marking and moderation of coursework with AQA examboard on Tuesday 9th March 2021 – 3 hours.</p> <p>Attended the Standardisation course for A Level on marking and moderation of coursework with AQA examboard on Wednesday 24th February 2021 – 3 hours. Have all resources and examples of each grade.</p> <p>Attend every year standardisation with AQA examboard since being at Thomas Becket Catholic School. Always mark within tolerance and never had any grades changed while standardising/ moderating at Thomas Becket Catholic School.</p> <p>Active moderator for Edexcel in both GCSE and A Level between 2016 to 2017 and still consulted presently.</p>	Sept 2020 to present 2021 2016 – to present 2021

Below please outline the teachers who will be involved in the TAG process and the length of teaching experience they have:

Members of Department	Trainee Teacher	NQT	RQT	Teaching more than 3 years	Teaching more than 5 years	Teaching more than 10 years
JPI					✓	
BWH						✓
SLT Risk Assessment Comments						
HIGH						
MEDIUM						
LOW						

Use of appropriate evidence

A. Use of evidence

- Teachers making judgements will have taken into account 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 via Keri Grant
- We will be using student work produced in response to 'Additional Assessment Materials' provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- Give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will try to ensure the range of evidence used for a subject is consistent across the subject cohort – however in circumstances where this is not possible (due to absences etc) then the most appropriate materials will be selected upon which to make judgements.
- 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.
- 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 data sets collated as a result of prior testing for which we may no longer have evidence but which have been recorded within our school's management information system. This evidence will be given less weight but will form part of the holistic judgements made about a students' overall performance.

Surname Forename	Gender	Class	Ethnicity	SEN Status	EAL	Gg KS4 OAG 9-1 9AP1 Year 9 AP1 18/19	Gg KS4 OAG 9-1 9AP2 Year 9 AP2 18/19	Gg KS4 OAG 9-1 9AP3 Year 9 AP3 18/19	Gg KS4 OAG 9-1 9AP4 Year 9 AP4 18/19	Gg KS4 OAG 9-1 9AP5 Year 9 AP5 18/19	Gg KS4 OAG 9-1 9AP6 Year 9 AP6 18/19	Gg KS4 AP Grade 10AP1 Year 10 AP1	Gg KS4 AP Grade 10AP2 Year 10 AP2	Gg KS4 AP Grade 11AP1 Year 11 AP1
	F	11D/Gg	White	N	N	5+	2+	2+	2+	2+	3+	A+	5+	2+
	F	11C/Gg	Indian	Y	Y	5+	5+	6+	5+	6+	5+	4+	7+	7+
	F	11C/Gg	White	N	N	2+	2+	3+	3+	3+	3+	4+	4+	5+
	M	11C/Gg	White	N	N	2+	2+	4+	4+	3+	3+	4+	6+	4+
	F	11C/Gg	White	N	N	1+	1+	2+	2+	2+	1+	W+	3+	3+
	M	11D/Gg	White	N	N	4+	W+	1+	2+	4+	W+	2+	3+	3+
	M	11C/Gg	Other	N	Y	2+	4+	4+	5+	5+	5+	4+	5+	6+
	F	11D/Gg	White	N	N	W+	W+	1+	W+	1+	W+	3+	4+	4+
	M	11D/Gg	White	Y	Y	W+	W+	1+	W+	1+	W+	1+	2+	1+
	F	11C/Gg	White	N	Y	2+	2+	2+	3+	4+	3+	3+	4+	3+
	M	11D/Gg	White	K	N	3+	4+	4+	4+	4+	4+	4+	5+	4+
	M	11C/Gg	White	N	N	2+	4+	5+	5+	5+	6+	4+	7+	8+
	M	11D/Gg	White	N	N	2+	W+	3+	3+	2+	2+	4+	3+	3+

- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study for which evidence may no longer exist but data recorded from does.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

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

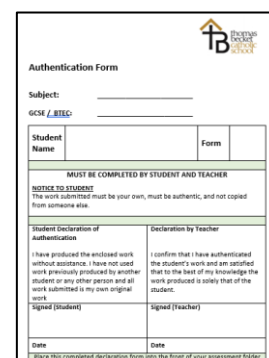
- *We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- *We will use the following categories to illustrate levels of control:*

Low – Homework and or class work using examination questions for which students have been given advance warning of and or have been permitted the use of support sheets to assist them. Teachers may provide prompts to students completing class work in these conditions. Work completed under LOW levels of control will be afforded less weighting when considering the overall TAG for a student

Medium – Classroom based testing in which students will have been prepared by being told an area of the specification to revise **ONLY**. No additional support sheets will be permitted whilst students complete their assessments which are likely to use the 'Additional Support Materials' provided by the examination boards or other appropriate examination board materials such as past papers. Work completed under MEDIUM levels of control will be afforded greater weighting when considering the overall TAG for a students.

High – High levels of control are considered to be assessments performed in conditions which replicate real examinations such as Mocks. At Thomas Becket no HIGH level controls were in place during the period of assessment upon return from lockdown. However data sets from previous mock examinations may be used with or without supporting evidence. In many cases the evidence from these mock examinations may no longer be available – so therefore this evidence will only be used to partially inform overall judgements

- *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 by asking all students to complete an **Authentication of Work Declaration***



The form is titled 'Authentication Form' and includes fields for 'Subject' and 'GCSE / A-Level'. It has a table for 'Student Name' and 'Form'. Below this is a section 'MUST BE COMPLETED BY STUDENT AND TEACHER' containing a 'NOTICE TO STUDENT' and two columns for 'Student Declaration of Authentication' and 'Declaration by Teacher'. Each column has a text box for a statement, a line for a signature, and a line for a date. A footer note says 'Place this completed declaration form into the front of your assessment folder'.

- *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 by ensuring all Heads of*

*Departments complete an assessment overview sheet outlining what assessments and which parts of the specification they have covered. The Ofqual proforma “**Assessment Overview**” will be used as a template to record this information and will be adapted as per the needs of each individual subject.*

Type of Assessment	Unit ____				Unit ____				Unit ____				Level of Control H, M, L
	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: [e.g. Examination] [e.g. Mock examination taken on 3 January 2020]	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	[e.g. N]
Assessment 2: [Identifier]													
Assessment 3: [Identifier]													
Assessment 4: [Identifier]													
[Add/delete as necessary]													
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why .													
Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision .													

Determining teacher assessed grades

Awarding teacher assessed grades based on evidence

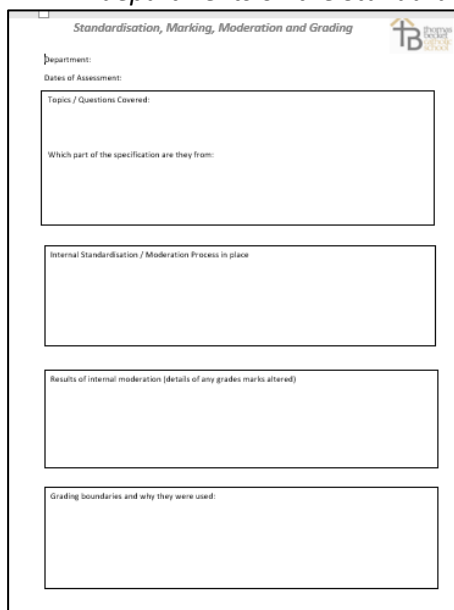
- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught using the "Assessment Overview" proforma.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias having undergone the training on Objectivity and Subconscious Bias and by recording all standardisation and marking and moderation decisions on the SMG form (shown later)
- For any variations for individual student due to absence or other unforeseen circumstances will be recorded on the individual students' Teacher Assessed Grades Signing Off Sheet. (copy shown later)

Internal quality assurance

Internal quality assurance

As stated earlier in the policy:

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *All teacher involved will receive training on Objectivity and Subconscious bias.*
- *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.*
- *After the completion of any assessment standardisation marking moderation and grading will take place and all departments will be required to record this process in detail so it is clearly identified what changes were made degrees of tolerance within marking across departments on the Standardisation Moderation and Grading (SMG) form.*




The form is titled "Standardisation, Marking, Moderation and Grading" and features the Thomas Becket Catholic School logo. It contains several sections for recording the process:

- Department:** A text box for the department name.
- Dates of Assessment:** A text box for the dates.
- Topics / Questions Covered:** A large text box for details of the assessment.
- Which part of the specification are they from:** A text box for the specification reference.
- Internal Standardisation / Moderation Process in place:** A text box for the process description.
- Results of internal moderation (details of any grades marks altered):** A text box for the results.
- Grading boundaries and why they were used:** A text box for the grading boundaries.

- *In line with the training on Objectivity and Subconscious bias we will ensure all marking is subjected to a standardisation process during which discussion on how to interpret mark schemes is completed alongside use of any additional materials provided by examination boards. We will use blind marking or non teaching class marking to mitigate bias and the use of combined judgements via a rigorous moderation process.*
- *All Heads of Department have received detailed guidance on how to conduct all stages of the marking process.*
- *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 SLT within the centre.*

- *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 by using data sets to ensure no undue bias has crept in.*
- *Once the period of assessments is completed Departments will review the range of evidence collated over the period of March until the middle of May. It will be this evidence combined with any prior data sets and any other relevant evidence such as NEA, classwork homework etc.. that the JCQ grade descriptors will then be used to help decide upon the students final TAG being submitted.*
- *All teachers involved in the process will be required to complete the Teacher Assessed Grade Signing off Sheet*



Teacher Assessed Grades Signing Off Sheet

Student: _____ Candidate No. _____

Subject: _____

	Evidence Available	Grades	Level of Control	Additional notes where assessments were completed in different circumstances from the rest of cohort
Prior Data Sets	Y/N			
AP1	Y/N			
AP2	Y/N			
AP3	Y/N			
AP4	Y/N			
[Any additional evidence used please add additional information here]				

FINAL TAG Grade : _____

Teachers involved : _____

Head of Department : _____

Comparison of teacher assessed grades to results for previous cohorts

Comparison of Teacher Assessed Grades to results for previous cohorts

- *We will compile information on the grades awarded to our students from previous series in which exams took place*
- *We will consider the size of our cohort from year to year.*
- *However, in light of the fact TBCS is an improving school our grade sets since 2018 have shown an upward trend (with the exception of 2019). This is due to the fact that we have made significant improvements to our whole school teaching and learning, curriculum, behaviour, SEND provision etc.... and our in-house projections have very much placed this year's cohort above that of other cohorts therefore whilst comparisons to previous data sets is useful as checks and balance measure it may not prove as purposeful as it may in other schools whereby cohorts and result trends are much more stable.*
- *Previous teacher predictions from 2019 have shown there to be no evidence of subconscious bias amongst different cohorts – therefore it is unlikely this will occur this year. However, we will also use the whole school data set based on TAGS to assess whether any undue bias has crept into our awarding of specific cohorts such as SEND, EAL, PP etc.. This measure will be conducted by SLT and will serve as an opportunity to ensure there is no evidence of subconscious bias as per Ofqual's guidance¹. The purpose of this is to raise any questions where there is clear evidence that a cohort have been unfairly treated.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process considering the predicted changes to student outcomes projected based on their starting points in Year 10. See above chart.*
- *A commentary outlining significant changes from historical data will be provided at the end of the QA process.*
- *Below is a screenshot of the spreadsheet set up to monitor current TAG assessments against previous cohorts.*

¹ Ofqual's Information about Making Objective Judgements p5 published online March 2021

TAG Whole School Policy FINAL approved

Examination Results 2020																
		Total Entries	9	8	7	6	5	4	3	2	1	U	9-7	9-5	9-4	9-1
Count	All	60	2	5	5	8	11	11	7	5	4	2	12	31	42	58
	%		3.33%	8.33%	8.33%	13.33%	18.33%	18.33%	11.67%	8.33%	6.67%	3.33%	20.00%	51.67%	70.00%	96.67%
Gender	Male	23	0	2	3	4	4	5	2	0	2	1	5	13	18	22
	%		0.00%	8.70%	13.04%	17.39%	17.39%	21.74%	8.70%	0.00%	8.70%	4.35%	21.74%	56.52%	78.26%	95.65%
	Female	37	2	3	2	4	7	6	5	5	2	1	7	18	24	36
	%		5.41%	8.11%	5.41%	10.81%	18.92%	16.22%	13.51%	13.51%	5.41%	2.70%	18.92%	48.65%	64.86%	97.30%
Pupil Premium	Yes	20	0	0	3	2	5	3	2	1	3	1	3	10	13	19
	%		0.00%	0.00%	15.00%	10.00%	25.00%	15.00%	10.00%	5.00%	15.00%	5.00%	15.00%	50.00%	65.00%	95.00%
	No	40	2	5	2	6	6	8	5	4	1	1	9	21	29	39
	%		5.00%	12.50%	5.00%	15.00%	15.00%	20.00%	12.50%	10.00%	2.50%	2.50%	22.50%	52.50%	72.50%	97.50%
EAL	Yes	29	0	4	2	2	7	6	3	3	1	1	6	15	21	28
	%		0.00%	13.79%	6.90%	6.90%	24.14%	20.69%	10.34%	10.34%	3.45%	3.45%	20.69%	51.72%	72.41%	96.55%
	No	31	2	1	3	6	4	5	4	2	3	1	6	16	21	30
	%		6.45%	3.23%	9.68%	19.35%	12.90%	16.13%	12.90%	6.45%	9.68%	3.23%	19.35%	51.61%	67.74%	96.77%
SEN	EHCP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	SEN Support	4	0	0	0	0	0	1	1	1	1	0	0	0	1	4
	%		0.00%	0.00%	0.00%	0.00%	0.00%	25.00%	25.00%	25.00%	25.00%	0.00%	0.00%	0.00%	25.00%	100.00%
	Monitoring SEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	%		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	No Special Educational Need	56	2	5	5	8	11	10	6	4	3	2	12	31	41	54
	%		3.57%	8.93%	8.93%	14.29%	19.64%	17.86%	10.71%	7.14%	5.36%	3.57%	21.43%	55.36%	73.21%	96.43%
TAG 1																
		Total Entries	9	8	7	6	5	4	3	2	1	U	9-7	9-5	9-4	9-1
Count	All	53	2	1	6	7	8	4	14	2	2	2	16	28	42	46
	%		3.77%	1.89%	11.32%	13.21%	15.09%	7.55%	26.42%	3.77%	3.77%	3.77%	30.19%	52.83%	79.25%	86.79%
Gender	Male	24	0	0	2	1	3	3	8	1	1	2	3	9	17	19
	%		0.00%	0.00%	8.33%	4.17%	12.50%	12.50%	33.33%	4.17%	4.17%	8.33%	12.50%	37.50%	70.83%	79.17%
	Female	29	2	1	4	6	5	1	6	1	1	0	13	19	25	27
	%		6.90%	3.45%	13.79%	20.69%	17.24%	3.45%	20.69%	3.45%	3.45%	0.00%	44.83%	65.52%	86.21%	93.10%
Pupil Premium	Yes	20	0	0	4	0	2	0	5	1	2	0	4	6	11	14
	%		0.00%	0.00%	20.00%	0.00%	10.00%	0.00%	25.00%	5.00%	10.00%	0.00%	20.00%	30.00%	55.00%	70.00%
	No	33	2	1	2	7	6	4	9	1	0	0	12	22	31	32
	%		6.06%	3.03%	6.06%	21.21%	18.18%	12.12%	27.27%	3.03%	0.00%	0.00%	36.36%	66.67%	93.94%	96.97%

- The data system has been set up to monitor the grades at each assessment point and make comparisons to the previous years' data set. This will permit ongoing monitoring of the awarding process and enable any intervention by SLT as and when required to question the validity of assessment from departments

Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)

- 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 remove that assessment from the basket of evidence and alternative evidence obtained. Or in circumstances where this is not possible additional tolerance may be given to the work accordingly.
- 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 and will be recorded on the Teacher Assessed Grade Signing Off Sheet.

- *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 read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

A list of students with Access Arrangements has been provided to all staff, alongside a list of other students to consider due to “other circumstances” that has affected performance.

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. If a student misses an assessment between March and May 2021 they will then be given the opportunity to do the assessment at another time. In these circumstances it may well be done as a homework in which case the level of security may go from Medium to Low. This will be recorded on the students Teacher Assessed Grades Final Signing Off Sheet.*
- *If a student is totally unable to complete an assessment then prior data will be used, alongside the assessments they have done to determine their grade.*
- *Any discrepancies with regards to a students body of evidence will be recorded and explained on their Teacher Assessed Grades Final Signing Off Sheet.*

Objectivity

Objectivity

As mentioned at the start of the policy all staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation and all will receive training which will be recorded in a training provided between 15th and 23rd April.



Training will cover issues such as:

- *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 given training which is logged and documented making them 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 marking and moderation process as outlined earlier will help to ensure that there are different perspectives to the quality assurance process.*

C. 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 individual marks/grades. Spreadsheet for all teachers to enter their assessment data on. To enable a degree of fine grading teachers will be using grades in the following way:*
 - 3.25 (to indicate someone at the lower threshold of a grade 3)*
 - 3.5 (to indicate someone in the middle of a threshold of a grade 3)*
 - 3.75 (to indicate someone at the top of the threshold for a grade 3)*
- *This level of fine grading will help to ensure that when holistic judgements are made on the range of assessments taken between March and May that more nuanced decisions can be made*
- *The overall decision upon a grade will be made using the range of evidence available, prior data sets and the Ofqual Grade Descriptors to determine finally the overall TAG to be awarded.*
- *The spreadsheet will also calculate how each assessments' results correlate to other results sets from previous assessments sat by previous cohorts and this cohort to enable whole school, whole subject, analysis (as mentioned earlier)*
- *All work produced by students which will specifically designed to support the TAG process and any prior work which is deemed of use as evidence to support the TAG process will be stored centrally by the Exams Officer Keri Grant. The only exception to this will be those subjects for which centralised storage is not practical such as Art, Graphics, Resistant Materials and Food.*
- *Central storage will enable ease of access when the awarding body requests samples of evidence and also later on during the period of time after results are provided and appeals are likely to be made.*
- *As all the storage of evidence will be collated by the exams officer and her team all evidence will be kept in a secure place throughout the process of TAGs and will remain in situ until the following examination series in 2022 should there be any future queries.*

Authenticating evidence

D. Authenticating evidence

- *Authentication of evidence will be robust with all students expected to sign a "Authentication of Work" sheet for each mini assessment completed between March and May this will also indicate the mark they have received for their work – albeit NOT their grade. Teachers will also be required to sign this sheet to show they too are happy the work is the students' own.*
- *Any work done outside of the school or with a tutor will automatically be graded as a low-level security piece of work and therefore will not be given as much weight in the overall TAG awarding process when the overall holistic judgement is made.*
- *In any circumstances where the classroom teacher suspects malpractice with regards to authentication of work the teacher must inform their Head of Department who in turn must inform the Head of Centre. This will then be dealt with accordingly.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. However, with a robust system in place this is highly unlikely to occur.*

Confidentiality, malpractice and conflicts of interest

A. Confidentiality

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians*
- *All students will be required to submit a "**Candidate Confirmation Form**" which shows they are fully aware of the process and the methods by which their TAG will be generated.*
- *The Exams Officer will conduct a "**Conflict of Interest**" audit with staff at Thomas Becket by the 30th April*

Malpractice

Malpractice

- *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 students;*

<ul style="list-style-type: none"> ▪ <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> <ul style="list-style-type: none"> • <i>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 students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.</i>
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Conflicts of Interest

B. Conflicts of Interest
<p><i>This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.</i></p> <ul style="list-style-type: none"> • <i>A “Conflict of Interest” audit will take place by the end of April 2021.</i> • <i>Any teacher considered to have a “conflict of interest” who is involved in the TAG process will be removed from any awarding or decision involved in the process for which their “conflict of interest” arises.</i> • <i>Details of our conflict of interest survey will be available should they be requested at any point.</i>

Private candidates

A. Private Candidates

This is not applicable to Thomas Becket Catholic School which does not, for this cohort, have any private candidates.

External Quality Assurance

A. 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 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 **Students Teacher Assessed Grade Signing Off Form***
- *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

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

All staff involved will be 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 and will be fully shared with students via the schools' website.*
- *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 will be made aware of arrangements for results days.*

Appeals

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 and will be shared on the schools' website*
- *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.*
- *Leaners 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 if over 18 or parents and student if under 18, 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.*