

The Burgate School & Sixth Form Centre Policy

For determining Teacher Assessed Grades

Summer 2021

L E A R N I N G F O R L I F E

1. Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

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

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 of 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.*

2. Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

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

Head of Centre

- *Our Head of Centre, David Pover will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for the [school/college] 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 teachers have the information required to make accurate and fair judgments.*
- *ensure that a Head of Department Proforma (appendix 1) is completed for each qualification that they are submitting.*
- *ensure students have a programme of assessments for the assessment period*

Teachers/ Specialist Teachers / SENDCo

Our teachers, specialist teachers and SENDCo 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 (appendix 2)*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*

3. Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year

- *Guidance distributed via HoD's, reinforced within department meetings*
- *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.*
- *All staff made aware of and required to read **Ofqual's Information for centres about making objective judgements***

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.*

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4. Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

This section gives details in relation to our use of evidence.

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, 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 may 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.*
- *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.*
- *All teachers will follow the process as set out in 'Teacher Assessed Grades' (appendix 3)*

We provide further detail in the following areas:

Additional Assessment Materials

- *We may use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We may use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *We may 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.*

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

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.*
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college. This will be outlined and recorded using the Home Assessment Agreement (appendix 4)*
- 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.*

5. Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias. (appendices 1 & 2)*
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared. (appendices 1 & 2)*

6. Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*

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- *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 moderated using cross centre moderation.*
- *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.*
- *For internal process see (appendix 5)*

7. Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).*
- *We will consider the size of our cohort from year to year.*
- *We will consider the stability of our centre's overall grade outcomes from year to year.*
- *We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.*
- *We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process. (appendix 1)*

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

8. 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)

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 review the evidence produced from that assessment and assess the need for alternative evidence to be obtained.*
- *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.*
- *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. (appendix 2)*
- *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](#)*
- *All staff will adhere to the guidance set out in 'EAA guidance for TAG's March 2021' (appendix 6)*

9. Addressing disruption/differentiated lost learning (DLL)

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.

10. Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

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

Senior Leaders, Heads of Department and 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.

11. Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- *We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks 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 a secure centre-based system that can be readily shared with our awarding organisation(s).*

12. 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, which will include the Teacher Declaration and Home Assessment Agreement (appendices 2 & 4) will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.*
- *It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.*
- *Some assessments will be sat in class time under controlled conditions to ensure authenticity.*

13. Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

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 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.*

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *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 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 students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*
 - *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*

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- centres enter students 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 students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

14. Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

Private Candidates

This section details our 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.*

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- *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.*

15. External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- *All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.*
- *All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.*
- *All student evidence 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 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

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

Results

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

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- *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 (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 will be made aware of arrangements for results days.*

17. Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

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. (appendix 7)*
- *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 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.*

Proforma A

Department:

HoD:

Qualification:

LT lead:

Robust assessed work permitted to be included as evidence

Narrative on the grades awarded

Percentage of grades awarded 2017/2018 and 2018/2019

Percentage of grades awarded 2020/2021

The Head of Department and one other member of departmental staff must sign off the grades. In departments where there is only one member of staff DP must also sign this off. Please do this by typing your name below:

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Teacher Assessed Grade Declaration

Teacher Name	
Student Name	
Subject	

I confirm that:

- These grades have been checked for accuracy, reviewed by a second member of staff as accurate and represent the professional judgements made
- These grades have been based on an appropriately broad range of evidence and is the student’s own work
- Each student has been taught (or, in the case of private candidates, has studied) an appropriate amount of content to form the basis for a grade
- Access arrangements and reasonable adjustments were provided with appropriate input from SENDCo and other specialists (and where they were not, this has been taken into account)
- I have taken note of the Ofqual guidance on making objective judgements, judgements have not been influenced by pressure from students or parents, and I am confident that these judgements are fair
- These grades are free from bias
- The student has viewed and understands the evidence that has been used to form a judgement for these grades

Evidence considered:

Please delete any assessments shown below that are not included in this student’s evidence

I confirm that the work listed is my own and has been completed in line with the instructions provided by my teacher

Signed Student.....

Evidence Rationale: (Detail any variation in evidence compared to cohort)

Signed Teacher.....

Date.....

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Teacher Assessed Grades Guidance March 2021

The principles to guide our process are to ensure a robust, fair and standardised method for assessed grades for Year 11 and Year 13 students. We will strive to provide a range of opportunities to allow students to demonstrate their best ability in each subject. Each school nationally has been required to develop its own process with guiding principles from Ofqual.

All students for all subjects in all qualifications **must** be given a final grade by **15:00 21 May (Year 13) and 15:00 28 May 2021 (Year 11) to an office 365 spreadsheet**. A guide will be provided for where and how to upload these grades. Unlike last year, a rank order is not required. The grades submitted should broadly reflect the percentages at each grade that subjects achieved in the 2019/2020 series, because this is part of our internal quality assurance process. To ensure our process is fully robust and not subject to challenge by appeal we are adopting this school wide approach.

There is an exceptional need for confidentiality in the process and therefore any spreadsheet which is shared with you should not be shared by you with anyone else.

From 22 March departments may opt to cease teaching any outstanding curriculum to Year 11 and Year 13 to prioritise further assessment opportunities. Departments may opt to complete curriculum topics beyond this date if they wish students to be assessed on these topics in order to allow students to demonstrate their best ability.

Steps to follow:

1. Teachers must build up a body of evidence for each student on which to base their final grade. Heads of Department, in consultation with their LT lead, will propose a list of permitted assessed work which may be included in the body of evidence (Proforma A). **This list should be shared with all students so they are aware of the work which will be selected.**
2. **Assessed work is robust work which has been both marked and graded and which links to examination style questions or tasks and will therefore stand up to further scrutiny if required.** EAA arrangements need to have been in place for the work selected e.g. extra time provided to ensure students are not discriminated against. Where students may not have all the pieces of assessed work due to poor health or vulnerable circumstances, a smaller body of evidence may be provided or assessments may be taken retrospectively.
3. HoDs will guide the specific principles for your department. Every department is different and therefore it is important you have flexibility in this. Department time has been built into the school calendar to allow discussion, standardisation, moderation and final decisions. Please record the eligible assessment titles on Proforma A and provide these to Sue Dyer such that the headings can be entered onto the spreadsheet. HoDs may determine evidence of assessed work from the following areas:
 - Mock examinations
 - Non Examined Assessments
 - Classwork
 - Learning Landmark assessments

- Examination board assessment questions (HoDs have autonomy to choose to use additional exam board materials which are due to be released **and it is strongly recommended that they do so because they will provide robust assessment materials**).
4. **A minimum of three further pieces of assessed work must be completed between 22 March and 21 May 2021 for Y13 and between 22 March and 28 May 2021 for Y11. Teachers must retain these assessments as part of the body of evidence.** The purpose of this is to allow students an opportunity to demonstrate their ability on work they have studied but not been assessed on yet. Departments may opt to carry out more than three assessments during this time to allow students multiple opportunities to demonstrate their progress and ability. Assessments should be carried out in line with usual practice for your subject. **These additional assessments must be moderated before feedback is given to students. Student work should be moderated anonymously to ensure marking is free from bias. Additionally, teachers should be familiar with the Ofqual guidance on making objective judgements.** HoDs will be asked to give an indication of when assessments are taking place for Year 11 so that we can monitor workload for students and create an appropriate schedule for them. A Home Assessment Agreement will be provided for any students who are unable to complete further assessments in school.
 5. Examination boards will be providing general grade descriptors for final grade benchmarking. The final grade awarded must be a justifiable holistic professional judgement using the evidence for each student. E.g. Student A evidences assessments graded 5,6,5,7,6,5,6,6 and the student is awarded a grade 6. Student B evidences assessments graded C,D,B,C,A,D,D,C and the student is awarded a C grade. HoDs should consider moderation with colleagues from other institutions, particularly if they are working in isolation. Each teacher must enter the individual evidence grades and the final grade into the spreadsheet.
 6. Once all teachers have entered their marks, they must inform their HoD via email so the HoD can check the grades awarded are fair. HoDs may set an internal deadline for this process.
 7. Teachers must sign the Teacher Assessed Grade declaration form indicating all processes regarding authentication, exam access arrangements have been observed.
 8. HoDs check that every student who is on roll with us has a grade. There must be no students without a grade unless they have been withdrawn from the subject (with LT approval).
 9. Ofqual have stated they expect to see performance broadly in line with how subjects and schools performed last year nationally. Our current Y11 are very similar overall in terms of KS2 scores to last year's Y11, as is our Year 13 cohort, compared to the previous examination years, and therefore we would expect to see similar results as a school/college. Following Appendix A, check that the percentage of 9-1, Distinction to Pass, A-U etc. is broadly in line with what your subject/department achieved last year.
 10. If the grades awarded are not broadly in line with last year's performance, HoDs will provide a narrative in Proforma A to justify this. The proforma must be signed off by the HoD and one other department member or the Head of Centre.
 11. **HoDs** Once you are happy you have grades recorded for all students please inform your LT lead, SD, BC by sending an email with Proforma A completed. The spreadsheets will then be locked. **This must be submitted by 15:00 21 May for Year 13 and 15:00 28 May for Year 11.**

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12. The Leadership Team and SENDCO will then check the grades against students' performance in their other subjects and either sign it off or speak with HoDs if there are any issues/discrepancies which need addressing.
13. **Do not under any circumstances share the grades with students, parents or anyone outside of your department. This is absolutely imperative this sensitive data is kept secure and not shared with others for our integrity as an examination centre.**
14. Results days will be on 10 August for AS and A level, and 12 August for GCSE results

Please direct any questions about this process to Ben Clemson in the first instance.

15 March	HoD meeting consultation. HoD LT 1:1 cycle restarts
18 March	Information distributed to parents and students
22 March	Cease teaching on going content
21 May	Deadline for grades Y13
28 May	Deadline for grades Y11
7-15 June	Quality assurance by LT
18 June	Submission of grades

Thank you in advance for all of your due diligence, professionalism and hard work in undertaking this most important task.

Appendix 4

L E A R N I N G F O R L I F E



Salisbury Road, Fordingbridge
Hampshire SP6 1EZ
Telephone 01425 652039
Email burgate@burgate.hants.sch.uk
Headteacher David Pover

Home Assessment Agreement

As you are due to sit an assessment at home, please read the below points and Sign to confirm that you have read and understood the requirements for assessments that take place outside of the school setting.

By signing this agreement, you are confirming that all of the requirements have been met.

- The assessment has been sat within the specified time frame and for the duration advised by the teacher
- No other party has intervened, assisted or advised the student who completed the assessment/s
- The student has not accessed the internet or any other forms of communication whilst the assessment/s was being taken, unless allowed by the teacher who set the assessment/s
- All efforts were made to ensure that a suitable environment was provided to the student and there were no disruptions during the course of the assessment/s

Signed Parent.....Date.....

Signed Student.....Date.....

Appendix 5

L E A R N I N G F O R L I F E

Internal Quality Assurance process for TAGs 2020/2021

From 7 -14 June the Leadership Team will conduct a review of all Teacher Assessed Grades (TAGs) awarded. Please see the Centre Policy for further detail on the approach to internal standardisation within and across subject departments.

1. Prior to all TAGs being awarded departments will have undergone internal standardisation procedures and the signing of teacher declaration forms. This will include the training for objectivity in marking, training for the reaching of final grade decisions and the completion of *Proforma A* to demonstrate historical comparison of previous grades. Further details of this process can be found in *Teacher Assessed Grades guidance*.
2. In HoD/LT 1:1 meetings from 21 May onwards analysis of subject level data will be discussed.
3. Once received all final grades will be checked and entered in a global broadsheet (21 May Y13 and 29 May Y11) by the school's data manager. *Proforma A* will be shared with the Leadership Team and the retained evidence along with the teacher declaration form will be stored securely with the examination officer.
4. Final grades will then be uploaded into SISRA by the school software administrator.
5. Members of the Leadership Team and SENDCo will then use SISRA to record and draw historical comparisons using the *SEF 1a KPIs section*. This will draw global comparison as well as comparisons for niche groups.
6. The Leadership Team will then subject by subject look at the historical comparison of grades using *Proforma A*. This will be cross referenced with SISRA to check each individual student grade in that subject. The broadsheet will be used to compare the final awarded grade with the Autumn Current grade for each student. This will also draw out irregularities for individual students across their subjects.
7. Where there is a cause for concern due to an unusually high or low distribution of grade the Leadership Team will use the *individual assessment record* to examine the body of evidence grades to determine if the grade awarded was fair.
8. If cause for concern remains the Leadership Team will retrieve the securely stored evidence and teacher declaration form for further investigation.
9. Should it be required the Leadership Team will speak directly to the relevant Head of Department as to the awarding of particular grades. This will either necessitate a change in grade or confirm the original grade awarded. Any changes will need to be recorded on *Proforma A*
10. Once all grades have been checked. The Head of Centre will complete the Head of Centre declaration.

Appendix 6

L E A R N I N G F O R L I F E

Examination Access Arrangements guidance for TAGs – March 2021

25% extra time	If possible have an assessment that is 45mins long so it is easy to add the extra time on in the same lesson. If this is not possible then add it on to the start of the next lesson you see them and give the rest of the class a silent starter. Do not go into break or the following timetabled lesson.
Reader	You can read questions out to the whole class at the start and then say that you will come over and read any words/passages that individuals require if they put their hand up. This will count as you are acting as a 'class reader'.
Scribe	Only XXXX in Year 11 and he only needs it for maths and science as he will use laptop in other subjects. Please contact MD/his LSA to arrange.
Prompter	This is for students who are slow to start or lose focus/start daydreaming. Just keep an eye on them and use an agreed signal to prompt them – e.g. go over and gently tap the table/say their name etc
Laptop	This should be a student's normal way of working that they use in lessons anyway. If they haven't been using one regularly, now is not the time to start. I would check during the lesson before that the student wants to use a laptop and has a laptop they can bring in and use. Make sure they email you their work at the end of the lesson.
Supervised rest breaks	These are often for students with medical conditions who may need a short break. They have to close the paper and stop working during the break. You will need to note how much time they had at that point, then 'restart' the clock when they carry on working. They don't get extra time, but they may take longer due to the breaks. It would be a good idea to chat with the student the lesson before and ask if they want to take breaks and when/how often. Usually it is just 5 minutes or so between sections of an exam, and often only in very long exams. They might not need it in a class assessment.
Overlay	Students should have their own overlay. Please check with them in the lesson before if they do and if they plan to use an overlay. Any issues please contact MD or LY who have spares.
Separate room	Only XXXX in Year 11 (epilepsy) but he may not need this as he might feel comfortable doing his assessments in the classroom with the others – please check with him. If he does want a separate room then

you will need to arrange a room and someone to invigilate. He will need someone with him in case he has a fit.

XXXX in Year 13 – he will come to the SEND mezzanine with his LSA.

XXXX – very recent diagnosis of Tourette's. Please talk to XXXX about whether she feels she needs a separate room or not.

please note, this information is confidential and should not be shared with anyone outside of The Burgate School and Sixth Form

L E A R N I N G F O R L I F E



Appeals process for TAGs 2020/2021

This process sets out the appeal system that will be followed once TAGs have been uploaded and results distributed to students.

There are 2 stages to this appeal process

Stage 1 – Centre review

Where a student thinks they have been given the incorrect grade, an appeal can be made. This is to be submitted to the centre via email outlining the reasons for appeal. The centre will check –

- Whether an administrative error has been made, e.g the wrong grade was submitted to the exam board or they use an incorrect assessment mark when determining the grade.
- That the procedure was followed correctly, e.g the centre policy was not followed, there was no internal quality assurance, did not take into account access arrangements or mitigating circumstances.

Stage 2 – Appeal to the exam board

Where the student still thinks they do not have the correct grade after the centre review is complete, they can ask the centre to appeal to the exam board who will review whether –

- The centre made an unreasonable exercise of academic judgement in the choice of evidence and/or in the determination of the grade from that evidence.
- The centre did not apply a procedure correctly e.g. the centre policy was not followed, there was no internal quality assurance, did not take into account access arrangements or mitigating circumstances.
- The exam board made an administrative error, e.g. they changed your grade during the processing of grades.

At both stages of the process, the appeal will need to be submitted directly to the centre via email to exam58815@burgate.hants.sch.uk detailing the reason for appeal and providing consent to conduct an appeal and/or submit it to the exam board on the students behalf. Students will be made aware that their grade can go down, up or stay the same through either stage of the process.

Priority appeals

If a place at university is dependent on an appeal, then this will be classed as a priority appeal and therefore the deadlines differ.

Stage 1

10 August to 13 August – Student requests centre review

13 August to 18 August – Centre conducts centre review and informs student of outcome & if requested submits an appeal to exam board

Stage 2

18 August to 23 August – centre submits appeal to exam board

Non-priority appeals

Stage 1

12 August to 3 September – Students request centre review

31 August to 10 September – Centre conducts centre review and informs student of outcome & if requested submits an appeal to exam board

Stage 2

10 September to 17 September – Centre submits appeal to exam board