



## Bridgewater High School (TCAT) Summer 2021 Teacher assessed grades 31/03/21

### Objectives of the policy:

1. To ensure that pupils in Year 11 are awarded the grades that reflect what they know and can do.
2. To ensure the awarding of grades is done in a fair and consistent manner across TCAT academies, taking an evidence-based judgement of the grade each student is performing at.
3. To ensure that teacher assessment judgements are holistic and balance the different sources of reliable evidence
4. To ensure grades are objective and students are not inadvertently disadvantaged by disability, race, gender or another protected characteristic.
5. To ensure the issuing of TAGs takes account of the varying mitigating circumstances that may unfairly affect a student's grade.
6. To ensure that sufficient quality control is in place to produce fair and credible results
7. To ensure that evidence used to assess a student's ability assess reasonable range of subject content reflecting, where possible, all assessment objectives, as set out in qualification specifications.

### **Overview: The awarding of TAGS will follow 3 broad steps:**

#### Plan/Create a Valid Evidence Base (PORTFOLIO)

- Centres to generate a portfolio of data that is valid, broad, robust and fair. Attention should be given to the breadth of the specification being assessed or omitted.
- Hubs to play a role in moderating the interpretation of the data, the validity of the judgements being made and the breadth of the specification being assessed

#### Complete assessments/Fill Portfolios

- Students will complete further assessments as needed. Consideration will be given to the interpretation of data through the lens of access arrangements. Mitigating circumstances will be considered.
- Subjects to maintain a tracker of raw scores.

#### Moderation/QA/Sign Off

- Subjects to moderate and standardise the issuing of grades by teaching staff. Subjects leads to ensure grades are broadly inline with those of previous years, taking account of small cohorts and improving trends. Subjects leads to ensure access arrangements have been considers.
- SENCO to review grades of students with access arrangements.
- Centres to assure Objectivity
- HUBS to a sampling/moderation activity 7th June – 10th June

## Roles and responsibilities

This section outlines the personnel across the trust who have specific roles and responsibilities in the process of determining teacher assessed grades this year:

### CEO/ Executive Headteacher Secondary

- *Provide challenge and support to heads of centres in regards to the fulfillment of their duties.*

### Head of Centre

- *Our Head of Centre, Keiron Powell, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Bridgewater High 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 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.*
- *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*
- *Use data systems to allow for consideration of historical centre data in comparison to grades generated this year.*
- *Co-ordinate and support any cross-trust quality assurance processes to support the authentication of grading.*

### 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.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

### TCAT Hub Leads

TCAT Hubs Leads will:

- *provide support, guidance and challenge to Heads of Department for their decision making in regards to evidence choice.*
- *QA the grades issued to students against the evidence and guidance from exam boards*

### Examinations Officer

Our Examinations Officer will:

- *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
- *securely store and be able to retrieve evidence to justify decisions of staff to award grades.*

## 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*

- *Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.*
- *Teachers to be aware of all school based and national published guidance to support their understanding of the process and their roles and responsibilities*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.*
- *Head of Department will be supported in the QA of their evidence choices by TCAT Hub leads*
- *Heads of Departments will attend and interact with any Trust based training relating to the moderation of assessments*
- *Heads of Centres will be support in their application of the policy by CEO/Director of Standards*
- *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.*
- *All staff will complete Hayes Online Training: Unconscious Bias*

### 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.*

## 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 where possible.*
- *We will use an appropriate range of evidence suited to individual subjects to include where appropriate::*
  - *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.*
  - *non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
  - *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.*
  - *substantial class or homework (including work that took place during remote learning), where less reliable work (as identified above) – in relation to level of control – is not available.*
  - *internal tests taken by pupils.*
  - *mock exams taken over the course of study.*
  - *records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.*
- *We will use **Appendix 2 TCAT guidance of weighting, reliability and validity** to guide the balance of evidence used.*

*We provide further detail in the following areas:*

**Additional Assessment Materials**

- *Where required, we will 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.*
- *Where required, we will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.*
- *Where required, we will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.*
- *Where required, 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, with preferred evidence being work undertaken under supervision or control.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.*
- *We will consider the specification and assessment objective coverage of the assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*

## Determining teacher assessed grades

*This section of our Centre Policy outlines the approach our centres 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 heads of department will agree the evidence that is being used by teachers in their department.*
- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our teachers will 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.*

## Internal quality assurance

*This section of our Centre Policy outlines the approach our centres 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.*
- *In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
  - *Arriving at teacher assessed grades*
  - *Marking of evidence*
  - *Reaching a holistic grading decision*

- Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.
  - This will be Mr. Jones Deputy Headteacher.
- We will undertake cross-trust standardisation process across a sample of work spanning the grade range.
- 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.

## 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.

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 bring together other data sources that will help to quality assure the grades we intend to award in 2021.

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

- The current Year 11 cohort has 2.3% more pupil premium pupils than the three-year average for cohorts undertaking examinations between 2017-19
- The proportion of SEND (E) pupils within the cohort is 0.4% lower than the three-year average for cohorts undertaking examinations between 2017-19
- The proportion of SEND (K) pupils within the cohort is 0.7% higher than the three-year average for cohorts undertaking examinations between 2017-19
- There are then subject specific differences within cohorts, for example the proportion of PP pupils in Art ( Design ) this year is 4% higher than the cohort from 2019; similarly the proportion of SEN K pupils in History this year is 6% higher than the previous cohort to sit exam in 2019. We'll be able to supply subject specific cohort information for all subjects on request.

## 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 remove that assessment from the basket of evidence and alternative evidence obtained or we will take account of this when making judgements.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements. These arrangements are outlined in appendix 4.*
- *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](#)*

## 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.

## Objectivity

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

### 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.*
- *Mitigating circumstances which may disadvantage a student(s)*

*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*

*We will manage or mitigating circumstances objectively, using "A Guide to the special consideration process General and Vocational qualifications with affect from 1 September 2020" JCQ. (See Appendix 4)*

All staff will complete The Hays Online Learning Module: Unconscious Bias

*Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

*Our Trust wide standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

## 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.

### C. 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).*

## Authenticating evidence

### D. 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 ensuring that high reliability sources are favoured in the evidence base and clearly identifying what would constitute high reliability i.e. complete in school under supervision or within a controlled environment, 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.*
- *Where pupils absent from school are accessing tutoring from appointed bodies, such as the local authority, we will share pieces for pupils to tackle and ask the tutor to observe the pupil completing the work in controlled conditions either in a face-to-face session or the tutor can observe the documents being amended on Microsoft Teams in real time. Tasks will be available to these pupils after they have been issued to, and completed by, those pupils present in school.*
- *Where work has been completed with no face to face verification of authenticity, the reliability rating for the piece will be lower than work completed in school or with an external tutor.*
- *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.*

## 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.

#### A. Confidentiality

*This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.*

- *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.*
- *All teaching staff have been briefed on the requirement to share details of the range of evidence on which 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.

#### B. 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;*
  - *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.

### C. 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.*

## Private candidates

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

### A. 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.*
- *Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.*
- *In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.*

## External Quality Assurance

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

### A. External Quality Assurance (TCAT)

*This section outlines the arrangements we have in place to ensure teacher assessed grades receive External Quality Assurance before the are submitted to the exam boards.*

- *Heads of Department will discuss their planned evidence with TCAT Hub leads who will advise on the reliability of the evidence base.*
- *Once grades have been issued and standardised internally, TCAT Hub leads will sample examples of each proposed grade.*

### B. External Quality Assurance (Examboards)

*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.

## 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.

### A. Results

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

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our 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 have been made aware of arrangements for results days.

## 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.

### A. Appeals

*This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.*

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of 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.

# TCAT Process

## Process

**1. Subject Leads to clarify what evidence is to be used as part of the portfolio of grades. This will be a combination of assessment which have already been taken and those planned for the future. 19<sup>th</sup> March 2021**

- a. Subject leads should consider the bullet points in Point 4.
- b. Subject Leads should complete section A of Appendix 3

**2. Hub leads to facilitate a sampling/moderation activity 22<sup>nd</sup>-26<sup>th</sup> March 2021**

**Hub leads must ensure that:**

- a. Heads of department/subject leads from each school have an opportunity to talk though center methodologies
- b. Heads of department/subject leads to assess the reliability, validity and robustness of assessments being used.
- c. Heads of department/subject leads to agree an understanding of the grade descriptors issued by each exam board.

**3. Centers to gather assessment data on students. 26<sup>th</sup> May 2021 (give or take)**

**4. Heads of department/subject leads to agree their proposed awarding of CAGS and rank order of pupils in each examination by 9<sup>th</sup> June 2021 at the latest. In doing this they must ensure robust moderation activity around this list is in place.**

**Heads of department/subject leads must ensure that:**

- a. Individual teachers are asked to justify their decisions and to explain the evidence used to reach conclusions
- b. Performance of pupils in your subject based upon ability on entry is compared to performance in previous years including the historic distribution of grades

**In making these judgements, subject leads should ensure that:**

- Audit was carried out on what had been taught and assessed. Assessments designed to test content that had been taught.
- In class assessments have been carried out fairly across teaching groups and the 'standard' for marking has been agreed between the team
- Access Arrangements have been taken account of when assigning a grade
- Exam board materials have been reviewed and considered for use for in class assessments
- Exam board grade descriptors have been used by teachers to support the process in arriving at grades
- Exam board markers (or nominated teacher with expertise in this area) has carried out double marking of select scripts to ensure a consistent and accurate standard of marking
- A tracker is in place that documents raw scores for all evidence being used to arrive at grades and students have been rank ordered.
- Students are aware of what evidence will be used to inform a grade,
- Historical trend of performance of students in your subject with specific reference to prior attainment have been used to identify any harshness, inflation and Objectivity.

**5. SLT links to QA proposed CAG against historical trend in data.**

**6. Hub leads to facilitate a sampling/moderation activity 7<sup>th</sup> June – 10<sup>th</sup> June 2021**

**Hub leads must ensure that:**

- a. Heads of department/subject leads from each school have an opportunity to talk though Centre methodologies and overall results compared to previous years including any specific differences in percentages of pupils achieving each grade

- b. A degree of challenge is provided to achieve a level of group consensus in relation to each school's grades
- c. Heads of department provide examples of individual case studies and evidence used to assign grades

**7. Heads of department/subjects leads to make any amendments and submit final lists to Senior Leads/Heads of Center 11<sup>th</sup> June 2021**

**Heads of department/subject leads must ensure that:**

- a. Any challenge from the hub group or hub lead is taken into account
- b. A list of rank ordered pupils is provided indicating the allocated grades
- c. A description of methodologies used to reach judgements and examples of where challenge has been taken in to account
- d. An explanation of overall results compared to previous years is provided including explanation of specific differences in percentages of pupils achieving each grade
- e. They provide a declaration that all steps detailed in this document have been taken and that, to the best of their knowledge, grades are accurate and fair

**f. Heads of department to complete section B of Appendix 3**

**8. Headteachers/Principals to quality assure/sample and submit declaration to Director of Quality and Standards for final approval 14<sup>th</sup> June. Centers can start to upload data to exam board website ready for sign off?**

**Heads will:**

- a. Provide a declaration to TCAT which provides assurance that all steps detailed in this document have been taken and that, to the best of their knowledge, grades are accurate and fair
- b. Provide an explanation of any significant grade variance from previous years
- c. Actively respond to any challenge put forward to them

**9. Headteachers to provide final sign off and submit grades to exam boards by 18<sup>th</sup> June 2021**

**Heads will:**

- a. Ensure a final set of grades for all pupils are entered on to exam board websites as agreed with the Director of Quality & Standards by 18 June

**10. Provide confirmation to the Director of Quality & Standards that all grades have been entered by 19<sup>th</sup> June 2021**

## Appendix 1 : Internal Quality Assurance for the awarding of grades

### Subject Details

<b>Subject:</b>	<b>Exam Board:</b>	<b># Candidates:</b>	<b># Classes:</b>
<b>Subject Lead:</b>		<b>SLT LM:</b>	
<b>Number of Students with Access Arrangements:</b>		<b>Class Teacher Names:</b>	
<i>Gives details of changes in your cohorts that need to be reflected in comparisons to other years</i>			

### Trend Analysis

Previous Outcomes	% 7+	% 5+	% 4+	Notes
16-17				
17-18				
18-19				

### Current Cohort

20-21	% 7+	% 5+	% 4+	Notes
FFT School Adjusted*				
Cohort FFT Target				
20-21 CAG				

\*We will confirm this when the data is released.

### Process

- Use **Appendix 3 SECTION A** to outline the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (see appendix 2) and any other evidence that explains the determination of the final teacher assessed grades.
- Please confirm that this portfolio of grades has been agreed as credible, valid and robust at your subject HUB meeting Yes/No
- Please confirm that the following processes were taken when arriving at grades

Declaration	Y/N
1. Audit was carried out on what had been taught and assessed. Assessments designed to test content that had been taught.	
2. Students' grades have been determined using only the evidence detailed in the subject's Assessment Record, including any variations for individual students.	
3. Students are aware of what data will be used to inform a grade	
4. Where applicable, the students were given their approved access arrangements whilst producing the evidence contributing to the final grade and the access arrangements have been documented in the Assessment Record.	
5. Where applicable, mitigating circumstances (special consideration) that affected candidates in producing evidence that contributed to their grade was taken into account in determining candidates' grades	

according to the document <i>JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021</i> , and this has been documented in the Assessment Record.	
6. The evidence has been authenticated as the candidates' own work.	
7. Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved schools or is dual registered).	
8. The grades for this year's cohort have been compared to cohorts from previous years when exams have taken place. Significant deviations are explained below.	
9. At departmental level, we have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidate, where appropriate, by all teachers.	
10. At departmental level, the teaching team have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments).	
11. Exam board materials have been reviewed and considered for use for in class assessments	
12. Exam board grade descriptors have been used by teachers to support the process in arriving at grades	
13. In class assessments have been carried out fairly across teaching groups and the 'standard' for marking has been agreed between the team	
14. A review has been completed in line with the school assessment and teacher assessed grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and any adjustments made at a Department level. These records are readily available.	
15. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.	
16. A tracker is in place that documents raw scores for all evidence being used to arrive at grades and students have been rank ordered.	
17. The teacher assessed grades for this subject have been signed off as being accurate by the Head of Department and one other teacher within the department. <i>[Note: the Head of Centre may provide the second signature where there is a one teacher department.]</i>	
<b>Provide detail and justification where you have indicated N to any of the above:</b>	

4. **Subject Leads to agree their proposed awarding of CAGS and rank order of pupils in each examination by 9<sup>th</sup> June 2021.**

5. **Outline what steps have been taken to moderate work across your subject:**

6. **Please complete [Appendix 3 SECTION B](#) to record Variations for Individual Students including Access Arrangements**

**7. Please confirm that the following processes were taken to ensure Objectivity**

Declaration	Y/N
All members of staff have completed the Hayes online training: <b>Unconscious Bias</b>	
All students received Access Arrangements where applicable and where this has not been possible, this has been taken account of.	
Department moderation and standardization has taken place	
Students have had the opportunity to discuss any mitigating circumstances they feel would disadvantage them and the effects have been taken account of where appropriate.	
Grades have been issued in an holistic manner, through an evidence based approach.	
Trends in grade have been reviewed to identify anomalies	
<b>Provide detail and justification where you have indicated N to any of the above</b>	

**8. Please submit a file of hard evidence to exemplify grades 4,5,7,9, along with your department tracker to present to your SLT LM for validation**

<p>Are the 20/21 outcomes inline with previous trends?</p> <p>Y/N</p>
<p>Explanation of any significant deviation from previous outcomes:</p>
<p>I confirm that I have reviewed the evidence portfolios/trackers and I confirm that the above that the TCAT policy for awarding grades has been followed.</p> <p>Signed: _____ Date: _____</p>

**9. Please submit a file of hard evidence to exemplify grade 4,5,7,9, along this document and tracker to with your department tracker to present to your HUB lead for validation between 7<sup>th</sup> June- 10<sup>th</sup> June. These will be face to face sessions planned in advanced.**

**10. Please submit a file of hard evidence to exemplify each grade, along with your department tracker to present to your Standards Lead \* (or equivalent) for validation**

<p>I confirm that I have reviewed the evidence portfolios/trackers and I confirm that the above that the TCAT policy for awarding grades has been followed.</p> <p>Signed: _____ Date: _____</p>
--

## 11. Head of Centre Declaration

I can confirm that the students have been taught sufficient content to allow progression to the next stage of their education and that the TCAT quality assurance process has been followed by the above department in arriving at centre assessed grades.

Signed:

Date:

## Appendix 2 TCAT guidance of weighting, reliability and validity

**More weighting should be placed on the most recent and reliable sources of assessment data.**

Ofqual recommends that teachers use:

- Pupils' work based on the exam board's assessment materials, like practice papers.
- Coursework, even if it's incomplete. Teachers shouldn't penalise pupils if they haven't completed it because their learning was disrupted
- Tasks your school has come up with that follow the same format as exam board materials and that are marked in the same way too, such as:
  - Substantial classwork or homework, including if pupils completed it during remote learning (if this is the case, teachers should make sure it's the pupil's own work)
  - Internal tests
  - Mock exams
- Records of a pupil's capability and performance in subjects such as music, drama and PE
- A pupil's overall progress and performance in a subject

GCSE, AS and A-level art and design: pupils' grades must be based on the portfolio only, even if they haven't been completed.

### How should they balance different sources of evidence?

Teachers should consider:

- How recently pupils produced the work - more recent work is likely to give a better picture of performance
- Whether the work was appropriately challenging
- How confident they are that it's pupils' own work. Exam boards will investigate any suspiciously inauthentic evidence

TCAT recommends the following as a guide to weighting:

Reliability	Evidence
High	Pupils' work based on the exam board's assessment materials, like practice papers
High	Tasks your school has come up with that follow the same format as exam board materials and that are marked in the same way too,
High	NEA assignments
Medium	Key assessed pieces done in class
Low	Previously seen task eg. Resits of the same papers.
Low	Key assessed pieces done at home
Low	Y10 Mock exam data
Low	Evidence of work completed with a private tutor

## Appendix 3: Assessment Record for determining teacher assessed grades in Summer 2021

### Background

Every centre must produce an Assessment Record for each subject cohort, that includes the sources of the assessment evidence being used and the rationale for the choice of evidence, 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 must also be recorded.

Your Assessment Records must take account of the guidance provided in the document: JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021

**SECTION A: Assessment Evidence Form** [To be completed by the Head of Department for each subject.]

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

*Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the additional form below.* Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

	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. Mock examination taken on 3 January 2020]	[e.g. Examination]	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. H]
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:-**

Subject Title: \_\_\_\_\_

Subject Code \_\_\_\_\_

Head of Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Subject teacher: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SECTION B Variations for Individual Students

[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Candidate name: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Centre name: \_\_\_\_\_

Centre Number: \_\_\_\_\_

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: \_\_\_\_\_

Subject Code: \_\_\_\_\_

<b>Section B1: COVID Related Disruption – Learner Context</b>	<b>Y/N/NA</b>
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<b>If 'yes' please provide details of how the disadvantage has been considered</b> (including <i>the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.</i> )	

Contd.

Section B2: Access Arrangements/Reasonable Adjustments	Y/N/NA
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
<p><b>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</b></p>	

Section B3: Mitigating circumstances (Special Consideration)	Y/N/NA
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
<p><b>Reason for mitigating circumstances:</b></p>	



## Appendix 4: A guide to the Special Consideration of Mitigating Circumstances 2021

### Introduction

Due to formal examinations not taking place this year, the usual process of centres submitting special consideration applications to awarding organisations for qualifications will not apply this summer, as special consideration is usually a percentage adjustment to the raw marks of the examinations which are affected.

As the range of evidence is flexible and can be tailored to an individual student according to coverage of the specification, then instances of special consideration should be limited. **Centres should be able to select work completed by a student where they were unaffected by adverse circumstances.**

Where a temporary illness, a temporary injury or some other event outside of the student's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account and **document how they have done so.**

Special consideration cannot be applied due to lost teaching and learning. This can be addressed through the flexibility of the range of evidence centres may use to determine students' grades. Students should only be assessed on the content of the specification covered.

In considering mitigating circumstances and what special consideration can be given, centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a student's ability to demonstrate his or her normal level of attainment in an assessment.

Centres must record how they determined the impact of the misfortune.

Students must be reminded to raise any mitigating circumstances which warrant special consideration. It is important that students raise these issues as soon as possible, ideally **at the time of the assessment and prior to the submission of the teacher assessed grade. (JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021)**

It is worth noting that the basis of issuing of Teacher Assessed Grades is on what a student has been able to demonstrate what they know and can do, not their potential ability.

### Aims

The following trust guidance aims to fairly manage the consideration of proposed mitigating circumstances raised by students, parents and carers, which have been suggested to have affected a candidate's portfolio of evidence being used to form a teacher assessed grade. It is based on the arrangements outlined by JCQ in ***A guide to the special consideration process General and Vocational qualifications With effect from 1 September 2020.***

### Section 1

#### What are special consideration and mitigating circumstances?

The usual process of centres submitting special consideration applications to awarding organisations for qualifications will not apply this summer, as formal examinations are not taking place.

**During normal working, special consideration is an adjustment to a candidate's mark or grade to reflect temporary mitigating circumstances such as illness, temporary injury or some other event outside of the candidate's control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.**

Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may affect performance in their assessment portfolios. It cannot remove the difficulty faced by the candidate. **This means that there will be some situations where candidates should not be entered for an examination.** This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the examination.

For 2021 special consideration will be given to students who have faced mitigating circumstance which centres are satisfied have had a material affect of a students performance.

Due to the national variability to the effects of COVID-19 on the disruption to learning, OFQUAL have not set out a minimum requirement for the issuing of grades other than stating that candidates must have “sufficient” coverage of the specification.

All examinations measure what a candidate knows and can do. **The overall grade(s) awarded must reflect the level of attainment demonstrated in the examboard grade descriptors.** The grades awarded do not necessarily reflect the candidate’s true level of ability if attainment has been considerably affected over a long period of time.

Where long term circumstances have prevented the candidate from reaching the competence standards, it may not be possible to make an adjustment.

## Section 2

### Which candidates will be eligible for special consideration?

Teachers must be informed about mitigating circumstances by 14<sup>th</sup> May ‘21 date by following the sets set out in section 4.

2.1 Candidates will be eligible for special consideration if their performance **in the evidence which is being used to issue a Teacher Assessed Grade**, is materially affected by mitigating circumstances beyond their control. These include:

2.1.1 temporary illness or accident/injury at the time the evidence was generated;

2.1.2 bereavement at the time the evidence was generated (where whole groups are affected, normally only those most closely involved will be eligible);

2.1.3 domestic crisis arising at the time the evidence was generated;

2.1.4 serious disturbance during an examination, particularly where recorded material is being used;

2.1.5 accidental events at the time the evidence was generated such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time;

2.1.6 failure by the centre to implement previously approved access arrangements for that specific examination series.

2.2 **Candidates will NOT be eligible for special consideration** if preparation for, or performance **in the evidence which is being used to issues a Teacher Assessed Grade** is affected by:

2.3.1 long term illness or other difficulties during the course affecting revision time, **unless the illness or circumstances manifest themselves at the time of the assessment**;

2.3.2 bereavement occurring more than six months before the assessment, **unless an anniversary has been reached at the time of the assessment or there are on-going implications** such as an inquest or court case;

2.3.3 domestic inconvenience, such as moving house, lack of facilities, taking holidays (**including school/exchange visits and field trips**) at the time of the assessment;

2.3.4 minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;

- 2.3.5 the consequences of committing a crime, where formally charged or found guilty; (However, a retrospective application for special consideration may be considered where the charge is later dropped or the candidate is found not guilty.)
- 2.3.6 the consequences of taking alcohol or recreational drugs;
- 2.3.7 the consequences of disobeying the centre's internal regulations;
- 2.3.8 the failure of the centre to prepare candidates properly for the examination for whatever reason;
- 2.3.9 quality of teaching, staff shortages, building work or lack of facilities;
- 2.3.10 misreading the timetable and/or failing to attend at the right time and in the right place;
- 2.3.11 misreading the instructions of the question paper and answering the wrong questions;
- 2.3.12 making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;
- 2.3.13 submitting no coursework or non-examination assessment at all, unless coursework or non-examination assessment is scheduled for a restricted period of time, rather than during the course;
- 2.3.14 missing all examinations and internally assessed components/units;
- 2.3.15 failure to cover the course because of joining the class part way through;
- 2.3.16 a disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate **at the time of the assessment** or where the disability exacerbates what would otherwise be a minor issue - **(difficulties over and above those that previously approved access arrangements would have alleviated)**;
- 2.3.17 failure by the centre to process access arrangements by the published deadline.

### Section 3

#### How will special consideration to mitigating circumstances be delivered?

- 3.1 Special consideration will normally be given by applying an allowance of additional marks to each component affected within a specification. The size of the allowance depends on the timing, nature and extent of the illness or misfortune. The maximum allowance given will be 5% of the total raw marks available in the component concerned, including coursework/non-examination assessment. As 2021 grades are holistic judgements, it is not possible to take a formulaic approach and thus the individual circumstances of the case will be considered and responded to as in section 3.4.
- 3.2 The decision made by the teacher or the Head of Subject will be based on various factors which may vary from one subject to another. These may include:
  - the severity of the circumstances;
  - the date of the examination in relation to the circumstances;
  - the nature of the assessment, e.g. whether written papers are affected as opposed to coursework/non-examination assessment, or whether a Practical Test or a Speaking Test is involved.
- 3.3 **Special consideration cannot be applied in a cumulative fashion.** For example, because of a recent trauma at the time of the examination **and** the candidate suffering from a viral illness.

Special consideration should only be applied for the most serious indisposition.

Candidates or their parents/carers should, in the first instance, discuss the application of special consideration with the school or college concerned.

Private candidates must liaise with the school or college which made entries on their behalf about an application for special consideration.

**3.4 Where a candidate was not present for the time of the assessment or disadvantaged at the time, centres may choose to:**

1. Disregard the evidence and use the other range of evidence as the basis of their judgement
2. Provide an opportunity for the candidate to revisit the assessed piece.
3. Use an alternative piece of evidence with a similar characteristic in its place.
4. Place less of a weighting on the evidence when reviewing a student's portfolio of evidence, in a holistic manner.
5. Amend the evidence base to reflect the narrower coverage of the specification for which the students has had access to.

Where the request for special consideration fails to meet the criteria outlined in Section 2 it will be rejected.

#### **Section 4**

#### **Processing applications for special consideration (GCSE and GCE qualifications): Deadline 14<sup>th</sup> May '21**

##### **Step 1**

Mitigating circumstances should be communicated to the teachers at the school using **TCAT/SC Form 2** and emailing to the following email address <mailto:mitigating@bridgewaterhigh.com>

It is important that you make clear which proposed evidence is affected, why it is believed to have been affected and how.

##### **Step 2**

The classroom teacher will consider the information provided alongside and explain to you and your child how and if consideration will be given to the mitigating circumstances proposed by 28<sup>th</sup> May '21

##### **Step 3**

In situations where the proposed mitigating circumstances are not clear or simple to address or you disagree with the response from the teacher, these decisions will be reviewed by a senior leader within the school.

