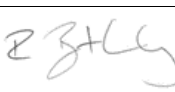




Centre Policy for Determining Teacher Assessed Grades

Policy agreed by Staff:	Spring 2024
Ratified by Local Advisory Board on:	Spring 2024
Review Date:	Spring 2025
Agreed Frequency of Review:	Annually
Allocated Group / Person to Review:	LAB can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	



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Statement of Intent

This section outlines the purpose of this document in relation 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 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 2024 qualifications.
- To ensure the process for communicating to candidates and their parents or carers how they will be assessed is clear, in order to give confidence.

Roles and Responsibilities

Head of Centre

The Head of Centre will:

- Our Head of Centre, Deborah Hudson, is responsible for approving the policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Bradford AP Academy as an examinations centre and ensures that clear roles and responsibilities for all staff are defined.
- Our Head of Centre confirms that teacher assessed grade decisions represent the academic judgements made by teachers and that the checks in place ensure alignment with guidance on standards provided by awarding organisations.
- Our Head of Centre ensures that a robust internal quality assurance process is produced and signed off in advance of results being submitted.

Senior Leadership Team and Heads of Department

The Senior Leadership Team and Heads of Department will:

- Provide training and support to other staff.
- Support the Head of Centre in the quality assurance of final teacher assessed grades.

- Ensure an effective approach within and across departments, including authenticating the preliminary outcomes from single-teacher subjects.
- Be responsible for ensuring staff have a clear understanding of internal and external quality assurance processes and their individual roles within these.
- Ensure that all teachers within their department make consistent judgements about student evidence when deriving a grade.
- Ensure that all staff conduct assessments under the appropriate levels of control, with reference to guidance from the Joint Council for Qualifications.
- Ensure teachers have the information required to make accurate and fair judgements.
- Ensure that a Head of Department Checklist is completed for each qualification submitted.

Teachers / Specialist Teachers / SENCo

Teachers, specialist teachers and the SENCo will:

- Ensure assessments are conducted under the centre's appropriate levels of control and that sufficient evidence is available, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to determine teacher assessed grades for each entered student.
- Ensure that each teacher assessed grade assigned 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 assessed on, as outlined in the grading section of the main JCQ guidance.
- Produce an Assessment Record for each subject cohort, including the nature of assessment evidence used, the level of control for assessments considered, and any additional information explaining the determination of final teacher assessed grades. Any necessary variations for individual students are also recorded.
- Securely store and be able to retrieve sufficient evidence to justify grading decisions.

Examinations Officer

The Examinations Officer will:

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

Training, Support and Guidance

Training

- Teachers involved in determining grades in the centre will attend any centre-based training to help achieve consistency and fairness for all students
- Teachers will engage fully with all training and support provided by the Joint Council for Qualifications and awarding organisations.

Support for Newly Qualified Teachers and Teachers Less Familiar with Assessment

- The centre will provide mentoring from experienced teachers to newly qualified teachers and teachers less familiar with assessment.
- The centre will put in place additional internal reviews of teacher assessed grades for newly qualified teachers and other teachers, as appropriate.

Use of Appropriate Evidence

This section of the Centre Policy indicates how the centre will give due regard to the section in the JCQ guidance entitled *Guidance on Grading for Teachers*.

- 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.
- Student work produced in response to assessment materials provided by awarding organisations will be used, including groups of questions, past papers, or similar materials such as practice or sample papers.
- Non-examination assessment work, often referred to as coursework, will be used, even where this has not been fully completed.
- Student work produced in centre-devised tasks that reflect the specification, follow the same format as awarding organisation materials, and are marked in a way that reflects awarding organisation mark schemes will be used.
- Substantial classwork or homework will be used, including work completed during periods of remote learning.
- Internal tests taken by students will be used.
- Mock examinations taken over the course of study will be used.
- Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and physical education will be used.

Additional Assessment Materials

- Additional assessment materials will be used 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.
- Additional assessment materials will be used to give students the opportunity to show improvement, for example to validate or replace an existing piece of evidence.
- Additional assessment materials will be used to support consistency of judgement between teachers or classes by providing a common task.
- Elements of questions will be combined and/or removed where, for example, a multi-part question includes an element of the specification that has not been taught.

Our centre will ensure the appropriateness and balance of evidence when 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 supervision or completed at home.
- We will ensure that the work can be authenticated as the student's own, particularly where the work was not completed within the school or college.
- We will consider the limitations of assessing a student's performance 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 each assessment used as evidence.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, particularly higher-order skills within individual assessments.

Determining Teacher Assessed Grades

- Teachers will determine grades based on evidence that is commensurate with the standard at which a student is performing, reflecting their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Teachers will record how evidence has been used to arrive at a fair and objective grade that is free from bias.
- Teachers will produce an Assessment Record for each subject cohort and share this with the relevant Head of Department. Any necessary variations for individual students will also be shared.

Internal Quality Assurance

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that the 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.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to marking evidence.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to reaching a holistic grading decision.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to applying the use of grading support and documentation.
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record forms 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, the output of this activity will be reviewed by an appropriate member of staff within the centre.
- This will be Deborah Hudson.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that is included in our internal standardisation.

Comparison of Teacher Assessed Grades to Results for Previous Cohorts

- We will compile information on grades awarded to students in previous June series where examinations took place.
- We will consider the size of the cohort from year to year.
- We will consider the stability of the centre's overall grade outcomes from year to year.
- We will consider both subject-level and centre-level variation in outcomes as part of the internal quality assurance process.
- We will prepare a succinct narrative outlining the outcomes of the review against historic data, which, in the event of significant divergence from qualification-level profiles attained in previous examined years, addresses the reasons for this divergence. This commentary will be available for review during the quality assurance process.

Responding to Grades Viewed as Overly Lenient or Harsh

- We will compile historical data, giving appropriate regard to potential mixtures of 9–1 GCSE grades. Where required, Ofqual guidance will be used to convert legacy grades to the 9–1 grading scale.
- We will bring together additional data sources to support the quality assurance of grades to be awarded in 2024.

Changes in Cohorts Reflected in Comparisons

- We will omit subjects no longer offered from the historic data set.
- We will liaise with previous schools, where applicable, to gather evidence relating to students' attainment during time spent with them.
- We will liaise with other schools or providers where the centre does not hold the relevant expertise or qualifications to assess work accurately, for example BTEC qualifications.

Reasonable Adjustments and Mitigating Circumstances (Special Consideration)

- Where students have agreed access arrangements or reasonable adjustments, for example a reader or scribe, every effort will be made to ensure these arrangements are in place when assessments are taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, that assessment will be removed from the basket of evidence and alternative evidence obtained.

- Where illness or other personal circumstances may have affected performance in assessments used to determine a student's standard of performance, this will be taken into account when making judgements.
- The centre will record, as part of the Assessment Record, how any necessary variations have been incorporated to take account of the impact of illness or personal circumstances on the performance of individual students.
- To ensure consistency in the application of special consideration, the centre will ensure that all teachers have read and understood the latest version of the document [JCQ – A Guide to the Special Consideration Process](#).

Addressing Disruption / Differentiated Lost Learning (DLL)

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

Objectivity of Decisions

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

Senior Leaders, Heads of Department and the Centre will consider:

- Sources of unfairness and bias, including situations or contexts, difficulty, presentation and format, language, conditions for assessment, and marker preconceptions.
- How to minimise bias in questions and marking, including hidden forms of bias.
- 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.
- Evidence presented should be valued for its own merit as an indication of performance and attainment.
- Teacher assessed grades must not be influenced by candidates' personal circumstances, whether positive or challenging, including character, behaviour, appearance, socio-economic background, or protected characteristics.
- Unconscious bias is more likely to occur when quick opinions are formed.

The centre's internal standardisation process will help ensure that different perspectives contribute to the quality assurance process.

Recording Decisions and Retention of Evidence and Data

- We will ensure that teachers and Heads of Department maintain records showing how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks and 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 content areas taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of evidence used to make decisions.
- We will comply with our obligations under data protection legislation.
- We will ensure that grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or in paper format within a secure centre-based system that can be readily shared with awarding organisations.

Authenticating Evidence

- Robust mechanisms will be in place, including work being completed in examination-style controlled circumstances on a minimum of one occasion, to ensure that teachers are confident that work used as evidence is the student's own and that no inappropriate levels of support have been given, either within the centre or by external tutors.
- It is understood that awarding organisations will investigate instances where evidence appears not to be authentic. The centre will follow all guidance provided by awarding organisations, including AQA and Edexcel, to support determinations of authenticity.

Confidentiality, Malpractice and Conflicts of Interest

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of final grades remain confidential.
- Relevant details from this policy, including requirements relating to sharing evidence and confidentiality, have been shared with parents and guardians.

Malpractice

- The centre's general policies relating to malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2024.
- All staff involved have been made aware of these policies and have received training where required.
- All staff involved have been made aware of specific types of malpractice that may affect the Summer 2024 series, including breaches of internal security.
- All staff involved have been made aware of deception as a form of malpractice.
- All staff involved have been made aware of improper assistance to students.
- All staff involved have been made aware of the failure to appropriately authenticate a student's work.
- All staff involved have been made aware of over-direction of students in preparation for common assessments.
- All staff involved have been made aware of allegations relating to centres submitting grades that are known to be unsupported by evidence or inaccurate.
- All staff involved have been made aware of centres entering students who were not originally intending to certificate a grade in the Summer 2024 series.
- All staff involved have been made aware of the failure to engage with awarding organisations as required during External Quality Assurance and appeal stages.
- All staff involved have been made aware of the failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration, as set out in JCQ guidance *Suspected Malpractice: Policies and Procedures*, including the risk of delayed results and up to and including removal of centre status, have been outlined to all relevant staff.

Conflicts of Interest

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflicts of interest, such as relationships with students, to the Head of Centre for further consideration.
- The Head of Centre will take appropriate action to manage any conflicts of interest involving centre staff, in accordance with the [JCQ document *General Regulations for Approved Centres* \(1 September 2023 to 31 August 2024\)](#).
- The centre will carefully consider the need to separate duties and personnel where appropriate, to ensure fairness during later process reviews and appeals.

Private Candidates

- The centre's arrangements for assessing private candidates to arrive at appropriate grades are identical to the approaches used for internal candidates.
- Where it has been necessary to use different approaches, the *JCQ Guidance on Private Candidates* has been followed, and any divergences from the approach used for internal candidates have been recorded on the appropriate class or student documentation.
- When reviewing cohort grades alongside centre results profiles from previous examined years, grades determined for private candidates have been excluded from the analysis.

External Quality Assurance

- All staff involved have been made aware of awarding organisation requirements for External Quality Assurance, as set out in JCQ guidance.
- All necessary records of decision-making relating to the determination of grades have been properly retained and can be made available for review where required.
- All student evidence on which decisions regarding the determination of grades have been based has been retained and can be made available for review where required.
- Where student evidence used to determine teacher assessed grades is not available, for example where material has previously been returned to students and cannot be retrieved, this will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the various stages of the External Quality Assurance process and are able to respond promptly and fully to enquiries, including attendance at virtual visits should this be required.
- Arrangements are in place to respond fully and promptly to any additional requirements or reviews identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to additional requirements may result in further action by awarding organisations, including the withholding of results.

Approach to the Receipt and Issue of Results

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2024, including the issuing of A-level, 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 students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students upon receipt of their results.
- Such guidance will include advice on the appeals process in place in 2024.
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to ensure such issues are resolved swiftly.
- Parents and guardians have been made aware of the arrangements for results days.

Managing Appeals

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2024, as set out in JCQ guidance.
- Internal arrangements will be in place for the swift and effective handling of centre reviews, in compliance with requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure prompt and efficient handling.
- Learners have been appropriately guided in relation to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including priority appeals, for example where university places depend on outcomes.
- Arrangements will be in place to obtain written consent from students prior to the initiation of appeals, and to record their awareness that grades may go down as well as up following appeal.
- Appropriate information on the appeals process will be provided to parents and carers.