



Malvern College Policy for Determining Teacher Assessed Grades

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



Malvern College Policy for determining teacher assessed grades – Summer 2021:

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 within and across departments, for all pupils at Malvern College.*
- *To ensure the operation of effective processes with clear guidelines and support for Heads of Department and subject teachers.*
- *To ensure that all staff involved in the processes are fully informed and 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 moderation and quality assurance in decisions on 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.*



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

- *The Head of Centre, Keith Metcalfe, will be responsible for approving our policy for determining teacher assessed grades.*
- *The Head of Centre has overall responsibility for Malvern College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *The 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.*
- *The Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

TAG Management Team and Heads of Department

The TAG Management Team comprises:

Keith Metcalfe: Head of Centre

Sarah Angus: Senior Deputy Head

Stephen Holroyd: Deputy Head: Curriculum

Joe Gauci: Director of Studies

David Angus: MIS Manager

Donna Davis: Examinations Officer

The TAG Management Team and Heads of Departments will:

- *provide training and support to 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 authenticate 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 them.*
- *ensure that all teachers within departments 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 HoDs complete the internal checklist for each qualification being submitted.*
- *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.*



- *securely store sufficient evidence to justify decisions.*
- *ensure any necessary variations for individual students will be recorded.*
- *produce an assessment record for each subject cohort that includes the nature of the assessment evidence being used, the level of control for assessments and any other evidence that explains the determination of the final TAGs.*

Teachers/ Specialist Teachers / SENCo

Teachers, specialist teachers and SENCo will:

- *ensure assessments are conducted under 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.*
- *make judgements based on as broad as possible coverage of 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.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

Examinations Officer

The Examinations Officers will:

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



Training, support and guidance

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

Training

- *Teachers involved in determining grades in our centre will attend all relevant centre-based training to help achieve consistency and fairness to all students.*
- *All teachers involved with teacher assessed grades will be required to attest that they have completed relevant training provided by Ofqual, JCQ and Awarding Bodies.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

- *Mentoring will be provided for NQTs and teachers less familiar with assessment by experienced teachers. Details will be recorded by Heads of Department and forwarded to the Deputy Head: Curriculum.*
- *Additional internal reviews of teacher assessed grades will be put in place for NQTs and other teachers as appropriate. Heads of Department will determine where this applies and forward details to the Deputy Head: Curriculum.*



Use of appropriate evidence

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

A. Use of evidence

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and Information for Centres about Making Objective Judgements as well as 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.*
- *Non-exam assessment work (often referred to as coursework), will be used, even if this has not been fully completed.*
- *We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use substantial class or homework (including work that took place during remote learning).*
- *We will use internal tests taken by pupils.*
- *We will use trial 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.*

We provide further detail in the following areas:

Additional Assessment Materials

- *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.*
- *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.*
- *We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same or equivalent 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 has not been taught.*



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

- *Teachers, Heads of Department and the TAG Management Team 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 may be accomplished by use of remote invigilation for students unable to be physically present in school.*
- *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.*

For Pearson IGCSE	
<i>Outline of assessment approach</i>	<i>Please select a minimum of one option (Yes/No)</i>
<i>We will use unseen materials provided by Pearson on the secure release date and will be marked by Pearson</i>	No
<i>We will use unseen materials provided by Pearson on the secure release date and will be marked by our centre.</i>	No
<i>We will use unseen materials provided by Pearson (after the release date) taken and supervised in centre and marked in centre. Supplemented with at least two pieces of extra evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.</i>	No
<i>We will use unseen materials provided by Pearson (after the release date) taken in non-supervised conditions and marked in centre. Supplemented with at least two pieces of extra evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.</i>	No
<i>We will use other evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment.</i>	Yes



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

- *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.*
- *Teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Heads of Department will produce an Assessment Record for each subject cohort and any necessary variations for individual students will be shared.*



Internal quality assurance

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

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

- *The TAG Management Team will ensure that all teachers involved in determining 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 moderation and 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 Evidence Record and Subject Evidence Record will provide 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 organisations.*
- *Where appropriate, Heads of Department will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisations.*
- *For every subject cohort a meeting of all teachers involved, the Head of Department and a member of our TAG Management Team will take place with deliberations recorded on the spreadsheet record of evidence. The TAG Management Team member will have responsibility for ensuring that this policy is followed in all respects.*
- *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, designated by the Deputy Head: Curriculum.*
- *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 the internal process that will be followed to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification. **This process will only take place after individual departments have submitted their TAGs for consideration by the TAG Management Team, SENCo and members of the Senior Leadership Team.**

- *Information has been compiled on the grades awarded to our students in past June series in which exams took place 2017 - 2019.*
- *We will consider the size of our subject cohorts 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, will 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 the centre will follow if the initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *We have compiled 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 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.*
- *We will have further discussions with the relevant Head of Department.*

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

- *We will omit subjects that we no longer offer from the historical data.*



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 the centre's approach to access arrangements and mitigating circumstances (special consideration).

- *Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe or extra time) every effort will be made to ensure that these arrangements are in place when assessments are taken. Reader, scribe and separate invigilation arrangements can be booked with the Exams Officers.*
- *A record of the application of agreed Access Arrangements will be kept.*
- *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 might have affected performance in assessments used in determining a student's standard of performance, this will be recorded and taken into account when judgements are made.*
- *Where online learning has meant that a student has had lessons at unreasonable times of day due to their local time zone, we will list this on the Student Variation Form for the subject and make any appropriate adjustment.*
- *We will record, as part of the Subject 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 understand the substance of 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 the approach that will be taken to address disruption or differentiated teaching losses.

- 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 the Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

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

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

Senior Leaders, TAG Management Team and Heads of Department and Centre will consider:

- *potential 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;*
- *teachers will be made aware that Exam.net provides a seamless means of anonymising student responses to an assessment until it has been marked.*

Our internal standardisation process will draw on different stakeholders with a variety of perspectives to provide an holistic review of the grades awarded.



Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

This section outlines the approach that will be taken to recording decisions and retaining evidence and data.

- *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. All documentation will be stored on the Exams Office Team/Sharepoint.*
- *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.*
- *Evidence generated during the TAG assessment process in the 2021 summer term will be scanned and retained electronically in the Exams Office Team/Sharepoint such that it can be readily accessed by the TAG Management Team and shared with our awarding organisations.*



Authenticating evidence

D. Authenticating evidence

This section of the 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 selected use of Turnitin, Exam.net and comparison with performance in other invigilated assessments, 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. Guidance provided by awarding organisations to support these determinations of authenticity will be followed.*



Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of the Centre Policy outlines the measures in place to ensure the confidentiality of the grades the centre awards, 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 the 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 the 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 to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- *The 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.*
- *The Centre manages malpractice, in accordance with the JCQ [General Regulations for Approved Centres](#) (section 5.11). Under normal delivery arrangements we take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after examinations and report and investigate as detailed in the Exams policy according to the requirements.*
- *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.*
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- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#), 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.*

Cyber security

- *All evidence and administrative materials will be held on a Microsoft 365 Team/Sharepoint Library: Exams Office – Staff Only. Write permissions are restricted to the TAG Management Team and Heads of Department. Microsoft 365 is extremely unlikely to be compromised however, the Team will be backed up to the College's servers and thence to our off-site backup solution.*
- *In the event of local system failures or compromise, other computers can be made available in order to access 365 files. The College is in a developing relationship with Pen Test Partners and other companies that we could call on in the event of a serious cyber-security incident.*
- *iSAMS backups (MIS system) are taken every night and can be restored rapidly if other key data is required.*
- *On results days, exams officers can access awarding body secure systems from alternative locations and results could still be issued, albeit in more time-consuming manner.*



Conflicts of Interest

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

C. Conflicts of Interest

This section details the approach taken 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 the Head of Centre for further consideration.*
- *The 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](#).*
- *The Head of Centre manages conflicts of interest in accordance with the JCQ [General Regulations for Approved Centres](#) (section 5.3).*
- *Staff will be required to*
 - *confirm their understanding of what a personal interest in a candidate relates to*
 - *(where applicable) declare no personal interest in any candidate*
 - *(where applicable) declare a personal interest in a candidate and identify their role(s) in the arrangements*
 - *confirm awareness of the need to maintain the confidentiality of the grades and endorsements determined by the centre*
 - *return the completed declaration to the Exam Office.*
- *A Conflicts of Interest log for Summer 2021 will be maintained to record any potential conflicts of interest declared by centre staff.*
- *Careful consideration will be given to the need to separate duties and personnel to ensure fairness in later process reviews and appeals.*



External Quality Assurance

This section of the 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.

A. 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 will be 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 will be properly kept and can be made available for review as required.*
- *All student evidence on which decisions regarding the determination of grades will be 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 (Quality grades and trial examination results recorded on iSAMS).*
- *All staff involved will be 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 the Centre Policy outlines the approach taken to the receipt and communication of results to students and the provision of necessary advice and guidance.

A. Results

This section details the approach taken 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 the approach taken for 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 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.*
- *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.*
- *Candidates 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.*