

Summary form: Centre Policy for the delivery of Teacher Assessed Grades: 2021

This form should be completed by the Head of Centre as a statement of compliance to confirm that your centre's policy is in place for the delivery of Teacher Assessed Grades for General Qualifications in 2021.

The questions asked in this form are intended to provide a summary of the Centre Policy, and will be reviewed as part of the External Quality Assurance process carried out by exam boards.

* Required

1. Please upload your Centre Policy document here. *

Centre Details

2. Centre Number *

3. Centre Name *

4. Head of Centre Name *

5. Head of Centre Email address *

6. Please select all exam boards your centre has made entries with this Summer. *

- AQA
- Eduqas
- OCR
- Pearson

Roles and Responsibilities

As outlined in the JCQ Guidance, this section of the Centre Policy should outline the personnel in your centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

7. Our Centre Policy defines the Roles and Responsibilities of Key personnel in the Centre. *

- Yes
- No

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. This includes the need for specific training and support for Newly Qualified Teachers and teachers less familiar with assessment.

8. Centre based training will be in place for all teachers determining teacher assessed grades. *

Yes

No

9. All staff determining teacher assessed grades will receive specific training on how to achieve objectivity in setting questions, marking student work and decision making for teacher assessed grades. *

Yes

No

10. We have put in place specific support for Newly Qualified Teachers and teachers less familiar with assessment. *

Yes

No

11. We have put in place appropriate guidance for teachers to ensure they are confident in the authenticity of student evidence, and how to deal with cases where evidence is not thought to be authentic. *

Yes

No

Appropriate Evidence

This section of the Centre Policy should set out how regard will be given to the JCQ Guidance to Teachers on Grading.

12. All teachers determining teacher assessed grades will have regard for the Ofqual Information for Heads of Centre, Heads of Department and Teachers, DfE guidance on recommended evidence, and further exam board guidance. *

Yes

No

13. In line with the Ofqual Information for Heads of Centre, Heads of Department and Teachers, evidence and records on which a student's grade is based, will be retained safely by the centre and will be made available for the purposes of external quality assurance and appeals. *

Yes

No

14. Our centre will use the following evidence across subjects to determine students teacher assessed grades
(Please select all that apply) *

Whole past papers

Additional Assessment Materials provided by exam boards

Completed or incomplete Non-Examined Assessment (often referred to as coursework)

Mock exams

Substantial class or homework (including those that took place during remote learning)

Internal tests taken by students

Records of a student's capability and performance over the course of study in performance based subjects such as music, drama and PE

Records of each student's progress and performance over the course of study

Other

15. Briefly describe how you will ensure an appropriate balance of evidence to determine teacher assessed grades that are awarded consistently and fairly to students. *

Every subject has reviewed the curriculum using our CAG Position form to ascertain the evidence that exists, the curriculum coverage and the areas of the specification where opportunities to generate new evidence will occur. Discussion will occur and will include consideration of curriculum breadth and ensuring each student has a robust evidence base to make holistic judgements. Decisions about the evidence used will be published to students, and students/parents will be given the opportunity to raise any concerns about the evidence base. Evidence will be based on the scope of evidence as outlined in the Centre Policy. Processes have been developed to identify where it is appropriate to vary evidence, and a robust system to track and authorise this exists. Evidence will be varied in a formalised way and on a case by case basis. All new assessments will be undertaken using the levels of control as defined by JCQ, the control an assessment was undertaken in will be recorded. Absence to new assessment will be tracked through the process, monitoring of student's evidence portfolio's will also occur. Where concerns arise about the depth of a student's evidence profile arise, modifications will be made to the student's assessment timetable to provide them the opportunity to demonstrate their capabilities within the scope of the guidance. These variations will only occur after formalised discussions and documented agreement has been reached.

16. Briefly describe your approach to ensure that teachers consistently apply assessment criteria and standards within and across subject departments *

Staff involved will read and sign the Centre Policy & Summary. They will complete declarations of interest, these will be actioned appropriately. Where appropriate, assessment will be based on exam board materials or equivalent, including use of mark schemes. Where this is not the case alternative materials will be used as outlined within the CP- in this circumstance use of evidence will be agreed by SLT. Staff will undertake training to include, marking, objectivity in setting questions, holistic decision making, bias, exam board training, grading, authenticating work and malpractice. NQT's will receive additional support/training. Full standardisation will occur of newly generated student evidence and grades stored centrally. Once marking, standardisation and recording is complete, evidence will be securely stored. Teachers involved in the CAG process will read and sign OFQUAL guidance on making objective judgements. Evidence data will be collated and issued to staff when making judgements on student's performance. Staff members will make holistic decisions based on evidence available, with a rationale provided for decisions. QA will occur to ensure holistic decision making is completed fairly based on evidence available and judgements are consistent applied. Comparison against historical trends will occur. Once QA processes are satisfied, the Head of Centre will sign to validate the grading decisions, and these will be uploaded accordingly.

17. All evidence used to determine teacher assessed grades for students will take account of appropriate access arrangements and reasonable adjustments. *

Yes

No

18. Teacher Judgements will be based only on records and evidence that demonstrate a student's performance in relation to the subject content that they have been taught (or in the case of private candidates, the subject content they have studied). *

Yes

No

19. We confirm that teachers will share with students and parents information about the range of evidence considered in grading decisions, but will not disclose final teacher assessed grades to students or parents before results are issued. *

Yes

No

20. We will record and document all cases of malpractice and maladministration in accordance with the guidance provided by exam boards. *

Yes

No

21. We will record and respond to all allegations of Conflict of Interest in accordance with guidance provided by exam boards. *

Yes

No

22. We will have arrangements in place to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts at the centre taking the same qualification in an exam year (2017, 2018 or 2019). *

Yes

No

23. Where the overall results at GCSE, AS or A level look very different from recent years (2017, 2018 or 2019), we will record the likely reasons for this. We will make this commentary available for review during the external quality assurance process upon request. *

Yes

No

24. All documentation, including Head of Centre checklists, and where used, Departmental and Assessed Evidence grids and Candidate Assessment Records, will be retained and made available to awarding organisations upon request. *

Yes

No

Private Candidates

25. Our centre accepts entries for and will be awarding teacher assessed grades to private candidates. *

If 'not applicable', please go to Question 28.

Yes

Not applicable

26. Briefly describe your approach to gathering a range of evidence to assess private candidates, including whether you will accept evidence from other established educational providers. *

27. I confirm that we will follow the JCQ interim guidance for centres accepting private candidates.

Yes

No

Centre Policy Portability

This section should be completed if your centre is located in a UK jurisdiction other than England, i.e. Northern Ireland, Scotland, Wales, you are entering candidates for CCEA/SQA/WJEC awards and you have already completed a Centre Policy, or equivalent, pertaining in that jurisdiction.

28. Our centre is in a UK jurisdiction other than England and has completed a Centre Policy or equivalent for CCEA, SQA or WJEC.

If 'not applicable', please go to the end of the form.

Yes

Not applicable

29. Our arrangements for ensuring confidentiality of centre-determined grades for Ofqual-regulated qualifications are compliant with those outlined in the JCQ Guidance.

Yes

No

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