

Policy/Procedure Name:	Treloar College Centre Policy on determining General Qualification Grades for Summer/Autumn 2021		
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Policy/Procedure Author:	Head of College		
Policy/Procedure Owner:	Principal		
Management Committee Approved By:	SMT		
Governor Committee/Trustee Committee (where appropriate) Approved By:	NA		
For Action By:	All College Teachers		
For Information to:	All staff, students and parents		
Approval requested to upload on the Treloar Website:	Yes <input type="checkbox"/> (tick if requested)		
Who is carrying out EIA? <small>(see details of EIA in appendix)</small>	Jo Cox	Date of EIA?	29 <sup>th</sup> April 21

# Treloar College Centre policy on determining General Qualification Grades for Summer/Autumn 2021

## Statement of intent

This policy outlines the process that professionals at Treloar College will follow to determine the General Qualification grades for students due to complete their General Qualification courses this summer/autumn 2021.

It is the responsibility of everyone involved in the determination of teacher assessed grades to read, understand and implement the Centre Policy.

Staff must also familiarise themselves with the document from JCQ 'guidance on the determination of grades for A/AS levels and GCSEs for summer/autumn 2021: processes to be adopted by exam centres and support available from awarding organisations' and applicable Ofqual guidance in relation to summer/autumn 2021.

Teachers must also ensure they read specific information produced by their Awarding Body

## Roles and responsibilities

Personnel at Treloar College who have specific roles and responsibilities in the process of determining teacher assessed grades this year are:

**Head of Centre –Ben Bastin-** Responsible for approving the policy for determining teacher assessed grades.

- Overall responsibility for the examination centre and ensuring roles and responsibilities are clearly defined.
- 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 bodies.
- Responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within is.
- Ensure all staff conduct assessments under the appropriate levels of control with reference to the guidance provided by JCQ.
- Ensure that a Teacher Checklist (Appendix 1) is completed for each qualification they are submitting.
- Will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

- **Head of Quality - Jo Cox**

- Has overall responsibility for internal quality assurance.
  - Support the Head of Centre in quality assurance.
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- Ensure there is an effective approach within and across departments for authenticating the preliminary outcome from single teacher subjects

- **Teachers of General Qualifications**

- Complete the Teacher checklist (Appendix 1)
- Ensure they conduct assessments under appropriate levels of control and have sufficient evidence, in line with this policy, and guidance from JCQ 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.
- Ensure a Student Authentication form is completed (Appendix 2)
- Produce an Assessment Record (Appendix 3) for each subject cohort, which 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 by the agreed internal deadline of May 24<sup>th</sup> 2021.

- **SENCO**

- Has overall responsibility for ensuring any access arrangements used to produce student work are fair and reasonable.
- Support the teachers, Head of Quality and Head of Centre.
- Scrutinise the centrally held records and hold 1:1 meetings for professional dialogue with each teacher of a General Qualification subject to discuss the evidence and decision making process in formulating the final teacher assessed student grade
- Complete the Assessment decisions moderation form (Appendix 4) as a record of internal verification

- **Examinations Officer**

- Responsible for communications with Awarding Bodies
- Responsible for ensuring teachers have the latest information from JCQ and Awarding Bodies
- Responsible for the administration of final teacher assessed grades and for managing the post-results services.

## **Training, support and guidance**

Teachers should follow and use the support and guidance given by the awarding bodies in determining teacher assessed grades this year.

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Teachers involved in determining grades will be provided with training through small team meetings and by working in collaboration with a partner college/professional to help achieve consistency and fairness to all students. Teachers should engage fully with all training and support that has been provided by the JCQ and the awarding organisations. All teachers are experienced and familiar with the relevant specifications and assessment criteria including the processes and policies of each awarding body they use. There is a robust internal mentoring, standardisation and verification process in place to support and train inexperienced or newly qualified teaching staff.

### **The use of appropriate evidence**

The following range of evidence will be used, where available:

- Student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers or similar materials such as practice or sample papers
- Non-exam assessment (NEA) 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 exam board materials and have been marked in a way that reflects exam board mark schemes - this can include:
  - Substantial class or homework (including those that took place during remote learning)
  - Internal tests taken by pupils
- Records of each student's progress and performance over the course of study

Teachers will bear in mind the following factors in deciding how to balance different sources of evidence:

#### **When the evidence was produced**

More recent evidence is likely to be more representative of student performance, although there may be exceptions.

#### **What students were asked to do**

Centres should aim to use consistent sources of evidence for a class or cohort that relate closely to the specification requirements.

Some tiered General Qualifications specify content for higher tier students only, and in all qualifications, centres will need to provide accessible questions and tasks for lower attaining students and appropriately demanding questions and tasks for higher attaining students to support higher grades.

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### **How the evidence was produced**

Teachers must be confident that work produced is the student's own and that the student has not been given inappropriate levels of support to complete it, either at college, at home or with an external tutor.

### **Where the evidence was completed**

Some of the evidence used may have been completed in a remote learning context, but this should be balanced with evidence produced under the direct supervision of the teacher. Where evidence that has been produced in a remote learning context is used the teacher must be confident that the support and access arrangements in place are in line with permissions and what can be deemed as the student's own work.

### **Determining teacher assessed grades**

- Grade descriptors and grading exemplification provided by the awarding bodies will be used by teachers to make holistic judgements about student performance. The grading exemplification uses student responses from historical examination scripts (and other sources) to illustrate mid-grade performance in previous summer series in which exams took place. The exemplification gives examples of the standards teachers will use to make grading judgements.
- Teachers will assess their students' demonstrated knowledge and skills - based only on what has been taught - to determine the grade each student should receive.
- Teachers can use evidence of a student's performance from throughout the course to inform their judgement.
- Teachers will use a broad range of evidence for each student, for each subject studied, to determine a student's individual grades before submitting them to the awarding body via the Exams officer. The judgement must be based on skills evidenced, not on what a teacher deems to be a student's potential knowledge and understanding.
- Teachers should determine the grades as late in the academic year as possible, and not confined to a defined window, to enable teaching to continue for as long as possible. **The internal deadline for collating the evidence is May 24<sup>th</sup>. The external deadline for submitting grades will be 18 June 2021 for full qualifications and 8<sup>th</sup> October for unit only submissions for Cambridge Technicals.**
- The Head of Centre will confirm that students have been taught sufficient content to allow progression to the next stage of their education in the subjects to be studied. The Head of Centre will also declare that the requirements for quality assurance have been met.

### **Internal and external quality assurance**

- All teachers are working in collaboration between departments and have regular standardisation meetings. In addition, they attend external assessor training events where they are able to standardise with other providers delivering the qualifications. As a minimum the work of the student with the highest grade, the lowest grade and any considered to be border-line between two grades in each subject should be prioritised for external
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moderation. All records of moderation and information about other professionals involved will be logged and stored centrally.

- Centrally held records and evidence will be scrutinised by the SENCO
- A meeting of professional dialogue between the SENCO and each General Qualification teacher will be held to discuss decisions, the criteria and the evidence. The function of these discussions is to ensure consistency, fairness and objectivity of decisions. Teachers will nominate one student they would like to discuss and the SENCO will randomly select one other student for discussion. These discussions will take place w.c. 24<sup>th</sup> May and w.c. 7<sup>th</sup> June 2021.
- The SENCO will make and store a record of this internal verification process using the Assessment Decisions moderation template
- There is a robust internal quality assurance process whereby standardisation and Internal Verification procedures are monitored and led the each Programme Leader. There are no one teacher departments where teachers are working in isolation or are the only subject specialist.

### **Comparison of grades to results for previous cohorts**

It is very difficult at Treloar College to compare the outcomes of one cohort with that of another, both due to the size of cohort and the very individualised needs and abilities of our students.

Previous progress data for each student will be used as a means of monitoring grades against previous levels and expectations. The range of evidence will be reviewed by the SENCO in any instances where a teacher determines that a student's grade is higher than that estimated in our progress meeting held in November 2020. This review will not limit the potential achievement of student's as long as the evidence to support a higher grade is robust, and is supported by the external moderation processes in place.

### **Access Arrangements and Special Consideration**

Staff are aware of the JCQ special consideration document 2020. Access arrangements have been completed for these students and are held by the exams officer on the behalf of the SENCO. Access arrangements based on students' 'normal' way of working were in place for the assessments used to determine teacher assessed grades. Any variation in assessment will be recorded on the Assessment Record form, Appendix 3.

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## **Objectivity**

Each teacher assessed grade or outcome should be a holistic professional judgement, balancing different sources of evidence.

Judgements should be based on records and evidence that demonstrate a student's performance in relation to the subject content that they have been taught.

Other factors such as protected characteristics, social background, behaviour and character must not affect these judgements.

Moderating student work through internal and external standardisation events will help ensure objectivity.

Teachers should be aware of unconscious effects on objectivity, such as those identified by Ofqual:

- confirmation bias, for example noticing only evidence about a student that fits with pre-existing views about them
- halo effects, for example where a particularly positive impression of a student overly accentuates their actual knowledge, skills and abilities. Or the opposite, where negative impressions or low expectations of a student hides their actual knowledge, skills and abilities
- primacy effects, for example giving undue weight to 'first impressions' of a student
- recency effects, for example giving undue weight to the most recent interaction with a student
- selective perceptions, for example giving undue weight to a student's performance on a particular piece of work
- contrast effects, for example over-estimating a student's likely performance having first considered a large number of students who are all at a much lower standard
- exception effects, for example, under- or over-grading a student's performance if it is significantly out of line with (above or below) other students in that centre
- conformity bias, for example, placing undue weight on the opinions of others where these are not necessarily supported by the evidence
- affinity bias, having a more favourable impression of a student's performance because the student or their qualities/attributes are relatable or similar to one's own qualities or attributes

This is not an exhaustive list, but is designed to raise awareness of the main biases that could negatively impact on the quality of centre judgements.

## **Recording decisions and retention of evidence and data**

Teachers must save the complete information for each student in a locked centrally located folder on the Y drive General – Department - Exams. The complete information is:

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- The grade decision
- The range of evidence used to determine this grade (Please name each piece of student evidence to clearly link with its listing in the Assessment Summary Form, and with its date of completion, e.g. March 2021)
- Professional comments to explain how each piece of evidence meets specific criteria of the grade, and a summary of why the criteria for the grade above have not been met (Assessment Summary Form)
- All external and internal records of moderation
- Candidate authentication form
- Access arrangements

These records need to be readily accessible in case a student appeals their grade. In the event of an appeal, this evidence can then be used by the awarding body.

### **Authenticating evidence**

Teachers must be 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 college or with external tutors.

Students and teachers will complete and sign a candidate authentication form to confirm that the work in the range of evidence being used is their own.

Any unusual or unexpected peaks in performance in relation to prior skills and expectations will be investigated through the internal quality checking process.

### **Confidentiality, Malpractice and Maladministration, and conflicts of interest**

- Teachers will make students aware of the range of evidence on which the grade will be based
  - Teachers must ensure the final teacher assessed grade remains confidential and is not shared with students, support staff or parents
  - Treloar's takes any form of malpractice and other breaches of exam regulations very seriously, and will deal with such cases if they occur through our disciplinary process. We understand that examples of malpractice include:
    - Grades awarded to students who have not been taught sufficient content to provide the basis for that grade.
    - A teacher deliberately and inappropriately disregarding the centre's published policy when determining grades.
    - A teacher fabricating evidence of candidate performance to support an inflated grade.
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- A teacher deliberately providing inappropriate levels of support before or during an assessment, including deliberate disclosure of mark schemes and assessment materials, to support an inflated grade.
- A teacher intentionally submitting inflated grades.
- A failure to retain evidence used in the determination of grades in accordance with the JCQ Grading guidance.
- A failure to take reasonable steps to authenticate student work.
- A Head of Centre's failure to submit the required declaration when submitting their grades.
- Grades being shared with students (or their parents/carers) before the issue of results
- Failure to cooperate with an awarding body's quality assurance, appeal or investigation processes.
- Failure to conduct a centre review or submit an appeal when requested to do so by a student.

### **Private Candidates**

There are no private candidates using Treloar College as their examination centre

### **Results**

The Government has decided that results days will be on 10 August 2021 for AS/A Level and Extended Project results.

The Exams Officer will follow the Treloar results day process and adhere to requirements for this day as outlined by JCQ if different to a standard results day.

Information around results will be communicated to students and parents on 10<sup>th</sup> August 2021. There will be a team of staff available to ensure effective support is in place for students and their families to respond to queries. Key staff will be: Head of Quality, Progress and Transition Coordinator team and the Exams Officer.

### **Appeals**

Results days, post-results and appeals

- A student who is unhappy with their grade will first ask their college to check whether there's been an administrative or procedural error.
  - If Treloar College does find an error in the grade submitted, a revised grade and a rationale will be submitted for consideration. If the rationale is deemed robust and accurate, a revised grade will be issued.
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- If Treloar College doesn't believe an error had been made, a student can ask the Head of Quality to submit an appeal to us on their behalf. This will include the evidence on which the judgement had been made; the awarding body then consider whether, in their view, the grade reflected a reasonable and appropriate exercise of academic judgement. If they feel it didn't, they'll determine the grade that the evidence would support. They'll also make sure we at Treloar's have followed our own process for General Qualifications in Summer 2021.
  - Treloar College will deal swiftly and effectively, in line with JCQ requirements for this summer 2021 and our Treloar appeals policy, to any appeal made.
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# Teacher checklist/declaration

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FOR AS/A LEVELS AND GCSES FOR SUMMER 2021



## Teacher checklist/declaration for teacher assessed grades in Summer/Autumn 2021

### Background

A teacher checklist/declaration should be completed for each subject before submitting the grades for internal standardisation.

You should 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*

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## Head of Department Checklist / Declaration

TRELOAR COLLEGE

[ADD SUBJECT TITLE & SUBJECT CODE HERE]

Teachers must complete the following checklist/declaration before submitting subject outcomes for internal standardisation.

Declaration	Y/N
1. Students' grades have been determined using only the evidence detailed in the subject's Assessment Record, including any variations for individual students.	
2. 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.	
3. 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.	
4. The evidence has been authenticated as the candidates' own work.	
5. Where applicable, evidence from other centres has been taken into account (e.g. when a student has moved colleges or is dual registered).	
6. 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.	
7. I have determined which evidence will be considered and the relative merits of each to be consistently applied across all candidates, where appropriate.	
8. I have considered the various sources of potential evidence against the criteria (including consistency of marking for historic assessments).	
9. A review has been completed in line with the college assessment and teacher assessed grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and any adjustments made. These records are readily available.	
10. Consideration has been given to ensure decisions made are free from bias and aligned to appropriate equality and discrimination legislation.	
11. The teacher assessed grades for this subject have been signed off as being accurate by the teacher and a sample have been moderated with external partners (including lowest, highest and any candidate considered borderline)	

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**Appendix 1 – Teacher checklist/declaration**

**Provide detail and justification where you have indicated N to any of the above:**

**Teacher Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Head of Centre Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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### Authentication Statement

Specification Number

Specification Title

Subject Title

Centre number	Centre name
Candidate number	Candidate name

Declaration of Authentication:

I declare that the work submitted for assessment is all my own work and has been completed in line with my examination access arrangements

Signed: (Candidate)

Name: (Block capitals)

Date:

Declaration of Authentication

I am satisfied that the work submitted is solely that of the candidate.

Signed: (Teacher-assessor)

Name: (Block capitals)

Date:

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# Assessment Record

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FOR AS/A LEVELS AND GCSES FOR SUMMER 2021



## 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*

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## Assessment Record for determining teacher assessed grades in Summer 2021

TRELOAR COLLEGE

[ADD SUBJECT TITLE & SUBJECT CODE HERE]

### **Assessment Evidence Form**

**To be completed by the Teacher for each GENERAL QUALIFICATION 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.

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.

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Appendix 3 – Assessment Record

Type student name here	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: <i>[e.g. Mock examination taken on 3 January 2020]</i>	<i>[e.g. Examination]</i>	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	<i>[e.g. H]</i>
Assessment 2: <i>[identifier]</i>														
Assessment 3: <i>[identifier]</i>														
Assessment 4: <i>[identifier]</i>														
Assessment 5: <i>[identifier]</i>														
Assessment 6: <i>[identifier]</i>														
Assessment 7: <i>[identifier]</i>														
Assessment 8: <i>[identifier]</i>														
Add rows as required														
<b>Overall Teacher Assessed Grade:</b>														
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-														

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**Appendix 3 – Assessment Record**

**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:-**

**Briefly outline why the evidence does not meet the criteria for the grade above**

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

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

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

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessment evidence has been moderated with another teacher of this subject: Y/N**

**If Yes - Name of individual or centre involved in moderation:**

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**Appendix 3 – Assessment Record**

**Variations for Individual Students**

[To be completed by the Teacher 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 1: 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 their class peers</u> ?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<p><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>)</p>	

**Contd.**

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**Treloar College Centre policy on determining General Qualification Grades for Summer 2021**

**Appendix 3 – Assessment Record**

<b>Section 2: Access Arrangements/Reasonable Adjustments</b>	<b>Y/N/NA</b>
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>	

<b>Section 3: Mitigating circumstances (Special Consideration)</b>	<b>Y/N/NA</b>
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>	

Quality Assurance – Assessment Decisions

Subject	
Level	
Assessor	
Student	
Quality Assurer	

Has the work been assessed accurately?	YN	Comments
Is there a sufficient range of evidence and is the evidence appropriate?	YN	Comments
Does the grading decision need to be amended?	YN	Comments
Actions needed	YN	
Deadline (for completed actions )		

This form should be signed and dated below by the assessor to indicate acceptance of the internal quality assurer’s comments and requirements.

Name of Quality Assurer		Signature
Date		

Name of Assessor		Signature
Date		

When actions have been completed the Quality Assurer should sign below to confirm

Name of Quality Assurer		Signature
Actions complete		
Date		