

Teacher-Assessed Grades Strategy 2020-2021

Cranbury College and Hamilton School

RATIONALE

On 25th February 2021 the DfE/Ofqual defined how grades will be allocated this summer. Cranbury College and Hamilton School will follow a Quality Assured process and set of principles which will guide teaching staff, subject and school leaders.

- The system is fair and consistent.
- Staff/schools will be protected from challenge.
- Exam board deadlines are met.

A key principle of our process is that subject leaders (and teams in some cases) and standards or senior leaders will work to moderate judgements about Teacher Assessed Grades.

Cranbury College and Hamilton School will use all available evidence to demonstrate what grade a student is working at, and this will be Quality Assured to ensure fairness and accuracy.

Key differences between last academic year and this year:

- This year teachers will be issuing **a grade at which each student is currently performing, NOT a predicted grade.**
- Examination boards are providing schools a support package by the end of March to include past examination questions some of which have been unpublished, mark schemes, exemplar materials and support with grading judgements.
 - Teachers will be able to use the support materials immediately following publication and until the deadline for the submission of grades.
 - Use of these exam board support materials is not compulsory; they will be part of the range of evidence teachers could use to determine the grade.
- Internal Quality assurance processes will be scrutinised by examination boards.
 - Exam boards will work together as far as possible to ensure that requirements for internal quality assurance (QA) and arrangements for external QA are consistent.
 - **Centres' internal QA arrangements will include consideration of the centre's profile of results in previous years as a guide to help them to check that their judgements are not unduly harsh nor lenient.**
 - Exam boards will put in place arrangements for external QA to check each centre's internal QA process and, in a sample of centres, to review the evidence for one or more subjects. Sampling should be both random, and risk-based.
 - Exam boards will process the grades submitted by centres only after completing, and being satisfied with, any external QA.
 - Exam boards will require centres to submit a declaration by the head of centre, confirming that the requirements for internal quality assurance have been met.

Definition:

- Teacher Assessed Grade (TAG) – the professional and holistically evidence-based* determination of the grade at which each student is performing. This grade indicates the student has demonstrated knowledge, understanding and skills **only on the areas of content that they have been taught.**

**NB It is important that a range of evidence is used and not just “test” scores. Typically, we would expect subjects to consider their DCP predicted grades, the PPEs*

PROCESS & TIMELINE

It is important to note that this continues to be subject to change, as we must ensure that we follow any further government guidance that is delivered between now and June 18th. Vocational qualifications may have further guidance, as we are still awaiting the outcome of their consultation.

Results days this year will be on 10 August for AS and A level, and 12 August for GCSE results.

SUGGESTED EVIDENCE

The range of evidence leading to the final submitted grade will be carefully considered to reflect the spirit of Ofqual guidance.

The DfE and Ofqual recommend the following range of evidence is used, where available:

- student work produced in response to assessment materials provided by the examination board, including groups of questions, past papers or similar materials such as practice or sample papers
- non-exam assessment (NEA) work, 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 examination 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
 - mock examinations taken over the course of study
- records of a student’s capability and performance over the course of study in performance-based subjects such as music, drama and PE
- records of each student’s progress and performance over the course of study

TRUST SUBJECT LEADERS & Cranbury & Hamilton Lead Assessors

SUBJECT	CRANBURY	HAMILTON
Art	Audrey Hutt	
Business/Economics	Julie Syed	Scott Versace
English	Nicola Blyth	Laura Skou
Food & Nutrition	Debbie Wilcock	
Health & Social Care	Gill Albone	
IT/Digital Skills	Sharon Quittenton	
Maths	Jane Lias	Yogan Ramsamy
PE/Sport/Dance		George Chatzakis
Science	Carla Spradbery	George Chatzakis

APPEAL

When results are released in August, students can appeal to the school (with priority given to those whose university/college applicants may be affected). The appeal to the school is a clerical check to make sure there’s been no data error, nor error in communication to examination boards. If there has been a clerical error the school must approach the examination board and ask for the grade to be changed. If there has not been a clerical error then the student will then be able to appeal to the examination boards (via school), examination boards will then review school evidence. Students will have the option to sit a paper in the autumn if they are unhappy with an outcome.

LINES OF COMMUNICATION

School-level principles and process.	Mandy Wilton (Executive Headteacher)
Subject-level principles and process, data collation.	Subject Leader/Examinations Officer
Moderation and standardisation.	Standards Managers/Senior Leader