



## Teacher Assessed Grades Policy

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Date Last Approved	25 <sup>th</sup> March 2021
Policy Approved by	Board of Directors
Version	2
Next Policy Review Date	

## Version Control Table

Version	Date	Amended by	Rationale
1	05/03/2021	Victoria Webb	Original policy
1.1	10/03/2021	Victoria Webb	Following staff consultation, we have removed formative assessment from the evidence report and added in a further statement.
1.2	24/03/2021	Victoria Webb	Terminology change from Teacher Judgements to Teacher Assessed Grades (TAGs) following Ofqual's guidance on making objective judgments. Additional paragraph added regarding evidence folders.
2	29/03/2021	Geoffrey Fowler	Updated with the release of JCQ's Centre Policy Template

## Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel		Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	

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## Policy Aims

The purpose of this policy is to set out how LDE UTC will use the information collected internally from teachers and externally through moderation or public examinations to award learners in years 11, year 12 level 2 and year 13 with their final subject grades for the summer of 2021.

This is the second cohort of learners who will face extraordinary measures for how their grades have been calculated due to the Covid-19 Pandemic. As a result of the disruption caused to staff and learners due to the closure of colleges and thus having reduced face to face lessons.

On Thursday the 25<sup>th</sup> February, Ofqual announced [how qualifications would be awarded during the summer of 2021](#). This follows on from their [consultation launched on the 2021 exam replacement](#) published on the 15<sup>th</sup> January 2021.

You can also read the statement from the DfE on [awarding qualifications in summer 2021](#).

24<sup>th</sup> March, Ofqual issued [information for centres about making objective judgements](#).

26<sup>th</sup> March, JCQ issued <https://www.jcq.org.uk/summer-2021-arrangements/>

This policy and procedure may be subject to change as and when the DfE, Ofqual or the exams boards update their guidance

## Statement of intent

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 the 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 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.

## What has Ofqual said?


Vocational and technical qualifications


**Qualifications most similar to GCSEs and A levels**  
e.g. BTECs and OCR Cambridge Technicals

 Taken only in schools or colleges

 Do not assess occupational skills

**Your results**


 Graded by teacher or lecturer judgement


 Various sources of evidence used


 Results no later than for GCSEs and A levels


GCSE, AS and A level qualifications


**Working out your grade**


 Graded by teacher judgement

 Not graded by an algorithm

 School and college assessments can continue


 You'll only be assessed on what you've been taught


 Your teacher will tell you what evidence is used to grade you


 Private candidates to work with a school, college or exam centre to provide evidence for them to be graded


Evidence, results and appeals


**Evidence**


 Mocks, tests and work already done can be used as evidence

 Non-exam assessment should continue


 Non-exam assessments can be used as evidence even if incomplete


 Art & design grade based only on your portfolio

 Teachers can use question banks provided by exam boards if they want to


 Results will be based on completed and future work, so keep doing your best

**Results and appeals**

**Results days**  
AS and A level 10 August  
GCSE 12 August

 If you're unhappy with your grade, you can appeal it. First step is to submit an appeal to your school or college.

**You can find out more details from your school, college or exam board, or by visiting the Ofqual website**

 [www.gov.uk/ofqual](http://www.gov.uk/ofqual)

## Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

### Head of Centre

- Our Head of Centre, Geoffrey Fowler CEO and Principal, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the college as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our 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.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

### Strategic Team, Leadership Team and Curriculum Leads

Our Strategic Team, Leadership Team and Curriculum Leads will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across curriculum areas and authenticating 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 it.*
- *ensure that all teachers within their curriculum area make consistent judgements about learner 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 a Curriculum Lead Checklist is completed for each qualification that they are submitting.*

## Teachers/ Specialist Teachers / SENCo

*Our teachers, specialist teachers and SENCo will:*

- *ensure they conduct assessments under our centre's 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 learner they have entered for a qualification.*
- *ensure that the teacher assessed grade they assign to each learner is a fair, valid and reliable reflection of the assessed evidence available for each learner.*
- *make judgements based on what each learner 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 learners will also be recorded.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*

## Examinations Officer

*Our Examinations Officer will:*

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

## Training

*This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year*

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

## Support for Newly Qualified Teacher and teachers less familiar with assessment

*This section provides details of our approach to training, support and guidance for newly qualified teachers and teachers less familiar with assessment*

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*

## Use of evidence

*This section gives details in relation to our use of evidence.*

- *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.*
- *We will be using learner 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.*
- *We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.*
- *We will use learners 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 mock exams taken over the course of study.*
- *We will use records of a learner's capability and performance over the course of study in performance-based subjects.*

**We provide further detail in the following areas:**

### **Additional Assessment Materials**

- *We will use additional assessment materials to give learners the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.*
- *We will use additional assessment materials to give learners 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 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 hasn't been taught.**

*Our centre will ensure the appropriateness of evidence and balance of evidence in 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 under supervision or at home.*
- *We will ensure that we are able to authenticate the work as the learner's own, especially where that work was not completed within the college.*
- *We will consider the limitations of assessing a learner'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.*

### **Awarding teacher assessed grades based on evidence**

We give details here of our centre's approach to awarding teacher assessed grades.

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

### **Internal quality assurance**

This section gives details of our approach to internal standardisation, within and across subject departments.

- *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 our 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*
  - *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 Record will form 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, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
  - *This will be the Curriculum lead where they are not the sole teacher*
  - *Where the member of staff is the Curriculum Lead, this will be their line manager or another member of the curriculum area.*
- *In respect of equality legislation, we will consider the range of evidence for learners of different protected characteristics that are included in our internal standardisation.*

### Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our Learners in past June series in which exams took place (e.g. 2017 – 2019).
- We will consider the size of our cohort 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, which 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 our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.**

- We will compile 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 (for example, in mathematics) 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.

**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.

### Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- *Where learners have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.*
- *Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment 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 learner's standard of performance, we will take account of this when making judgements.*
- *We will record, as part of the 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 learners in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

## **Addressing Disruption/Differentiated Lost Learning (DLL)**

This section gives details of our approach to address disruption or differentiated lost teaching.

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

## **Objectivity**

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

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

*Senior Leaders, Curriculum Leads and the Centre will consider:*

- *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; and*

*Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.*

## **Recording Decisions and Retention of Evidence and Data**

This section outlines our approach to recording decisions and retaining evidence and data.

- *We will ensure that teachers and Curriculum Leads maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.*
- *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each learner 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.*
- *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).*

## **Authenticating Evidence**

This section of our 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 assessment sat under exam conditions with external invigilators, set seating plans and learners declarations will be in place to ensure that teachers are confident that work used as evidence is the learners' own and that no inappropriate levels of support have been given to learners 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. We will follow all guidance provided by awarding organisations ([AQA](#), [City&Guilds](#), [Edugas](#), [OCR](#), [Pearson](#), [WJEC](#)) to support these determinations of authenticity.

## Confidentiality, malpractice and conflicts of interest

### Confidentiality

This section details the measures in place in our 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 learners' 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 details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- Our 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.
- 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 learners;
  - failure to appropriately authenticate a learner's work;
  - over direction of learners in preparation for common assessments;
  - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  - centres enter learners 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.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to learners receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

### Conflicts of Interest

This section details our approach 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 learners to our Head of Centre for further consideration.
- Our 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](#).
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

## Private candidates

*This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.*

- *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.*
- *Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/learner documentation.*
- *In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.*

## 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 have been 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 have been properly kept and can be made available for review as required.*
- *All learner evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.*
- *Instances where learner evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to learners and cannot now be retrieved, will be clearly recorded on the appropriate documentation.*
- *All staff involved have been 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 details our approach to the issue of results to learners 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 learners.*
- *Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to learners 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

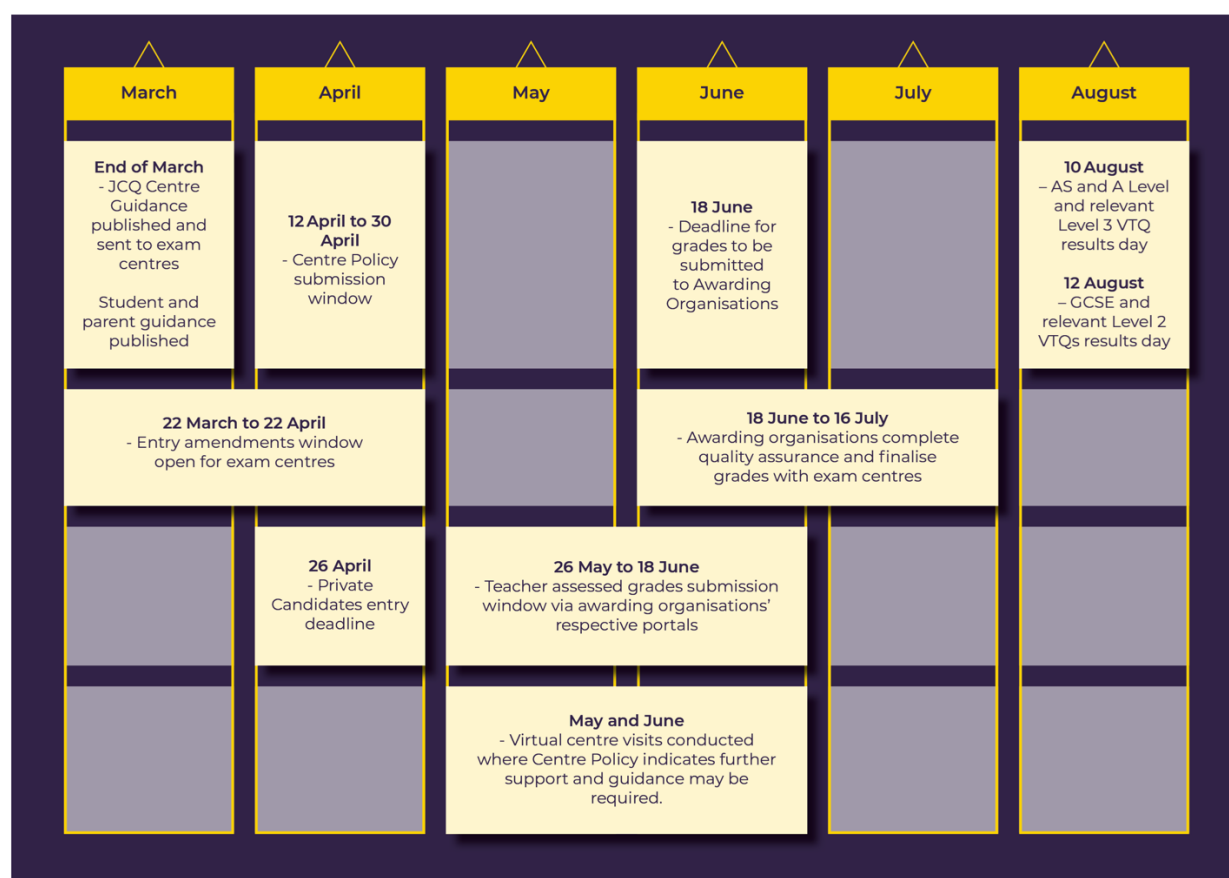
*This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.*

- All staff involved have been 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 have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been 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 learners 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.

## Timelines and key dates

The overall process for awarding in 2021 is illustrated below:



## Communicating grades

In line with the guidance, LEARNERS AND PARENT/CARERS ARE NOT ALLOWED TO KNOW THE GRADES THEY HAVE BEEN AWARDED BY THEIR TEACHERS. We will provide learners with a report following the final standardised assessment that will recap in one document all of the information below. (A template of this report can be found in Annex C&D)

Learners will be able to use this report when they receive their grade in the summer to confirm that the grades they have been awarded by the exam board are in line with the evidence we have. If this is not the case, then they will be able to appeal their grade.

## What DATA will LDE UTC use and how will it be collected. (Procedures)

LDE UTC has robust policies and procedures that ensure our learners receive high quality learning experiences achieved through consistent approaches with teaching and learning, marking feedback and assessment. This coupled with our wrap around pastoral care ensuring learners are equipped to have the right attitude to learning. As a result of these consistent approaches, we are able to collect a huge amount of data about our learners that will enable all teachers to make a holistic judgement of each learner's performance.

In line with the governments guidance all colleges must be able to show evidence of how the grades have been awarded. For example, if a learner has been awarded a GCSE grade of a 7 in their subject, the teacher will have to show the piece/s of work completed by the learner that shows it was indeed a 7.

LDE UTC's evidence will comprised of:

- Attendance
- Behaviour and Exclusions
- Milestone assessments (progress, mocks and ATL)
- Formative and summative assessments
- External assessments
- Teachers final standardised assessments

Set out below we list the areas of evidence collected and detail:

### Attendance

During normal college opening times and lockdown 3 all teachers recorded learner's attendance via our normal procedures using our MIS – Sims software.

During lockdown1 teachers recorded learner's attendance to online lessons via the college attendance spreadsheet. We could not use sims as we were unable to record learners attending lessons remotely but not on site at this time but we wanted to be able to measure attendance to live remote lessons. All learners were X coded on sims.

### Behaviour and exclusions

At all times, teachers have recorded behaviour points directly onto sims in line with the college behaviour policy. Internal and external exclusions are recorded directly onto sims.

### Milestone Assessments

Milestone assessments are pre-planned to cover the whole duration of the one or two year course. In line with the DfE guidance, these milestone assessments were reduced from four per year to two per year. Following our marking and assessment policy, these milestone assessment grades are formulated using:

- the formative and summative assessment data which is marked by teachers and moderated across the faculty
- mock exams which are marked by teachers, moderated across the faculty and one per year is externally moderated by colleges and UTCs that teach the same course whom we've formed a good partnership with over the years.
  - 20/04/20 – 01/05/20 – cancelled due to government lockdown 1
  - 25/01/21 – 05/02/21 - cancelled due to government lockdown 3
- Attitude to learning (ATL) which is created based on twelve criteria. (Please see the Assessment, Recording and Reporting Policy for more information).

### Formative and summative assessments

Formative and summative assessments are pre-planned to cover the whole duration of the one or two year course. These assessments in the academic year 2019-20 took place alternately every fortnight and in line with DfE guidance these assessments were reduced to take place alternatively over a fortnight with one formative and one summative per half term in the current (2020-21) academic year.

- Formative assessment: Teachers plan a formative assessment task, deliver to the learners and then assess using our orange formative assessment feedback stickers. Learners respond (DIRT – dedicated improvement and reflection time) in green pen.
- Summative assessment: Teachers prepare a summative assessment task that learners complete. Teachers mark all summative assessments and share the grades with learners. Every other summative assessment, in line with the milestone assessments, are teacher marked and faculty moderated.

Formative and summative assessments will be evidenced to the exam boards through the learner's workbooks, digital media files, physical portfolios/products and teachers records.

Please see below for the dates of when formative and summative assessment have taken place.

Formative assessments		Summative assessments	
Autumn 1	16/09/19 – 20/09/19 30/09/19 – 04/10/19 25/11/19 – 29/11/19	Autumn 1	14/10/19 – 18/10/19 11/10/19 – 15/11/19
Spring 1	31/01/20 – 17/01/20 27/01/20 – 31/01/20 16/03/20 – 20/03/20	Spring 1	10/02/20 – 14/02/20 02/03/20 – 06/03/20
Summer 1 Lockdown 1	11/05/20 – 15/05/20 08/06/20 – 12/06/20 22/06/20 – 26/06/20	Summer 1 Lockdown 1	30/03/20 – 03/04/20 06/07/20 – 10/07/20
Autumn 2	21/09/20 – 20/10/20 22/11/20 – 04/12/20	Autumn 2	19/09/20 – 12/11/20 14/12/20 – 08/01/21
Lockdown 3 Spring 2	11/01/21 – 22/01/21 19/04/21 – 23/04/21	Spring 2 Lockdown 3	01/02/21 – 12/02/21

### External assessments

Some subjects are required to take externally assessed units over the duration of the course. Some of these may include public exams, NEAs (Non-examined assessments), external moderation of coursework. All of these external assessments have been taken in line with JCQ requirements and the exam boards have externally marked, moderated and awarded the grade.

### Teachers final standardised assessments (TFSAs)

All learners will receive two teachers final standardised assessments. The first teachers final standardised assessment will take place w/b 15<sup>th</sup> March 2021 for years 11, 12L2 and 13. The second teachers final standardised assessment will take place w/b 29<sup>th</sup> April 2021. (N.B.Years 10 and 12L3 exams will now take w/b 24<sup>th</sup> May 2021.)

These teachers final standardised assessments will:

- Consists of topics from the syllabus that have been delivered to our learners either remotely or face to face.
- Include NEAs where appropriate
- Have content for the first set of assessments which is produced by teachers
- Have content for the second set of assessments which is produced by the exam boards
- Be sat under JCQ exam controlled conditions with external invigilators onsite.
- Be marked by the subject teacher
- Be internally moderated within the subject faculty.
- Have one of the faculty moderated assessments externally moderated.
- Be kept as evidence for the exam board. This evidence may include digital media files, physical portfolios/products and moderated marked work.

We have been informing learners throughout the term that there will be assessments in March once we return to college and that these will form part of our evidence for final grades. These are not mock exams, but a standardised assessment that enables the learners to demonstrate their understanding of the content that they have been taught.

We want to give our learners more than one chance to demonstrate what they have learnt. Staff have been asked to ensure that only the content covered to date will be included in the standardised assessments and they will give learners guidance in order to make these March assessments more approachable and to share a revision topic list prior to the assessments, spending time reviewing and revising learning in class.

Although these assessments will form part of our evidence for grades, we would stress that there will be other evidence used and that barring unforeseen circumstances there will be a further assessment taking place around late April / early May when learners will be able to improve on what they achieve in March.

A good result in the March assessment should therefore provide evidence and some confidence to learners, but it is also a chance to take on board feedback and then provide evidence of an improved performance in the second assessment which we will be able to use when calculating our teacher assessments. Hence, learners who felt that they did not completely do themselves justice in March will have a chance to improve.

Although engagement in remote lessons has been excellent, we feel this approach is necessary given the different circumstances that learners have had to work under since March last year.

Please note, assessment papers will not be returned to learners as these will be kept as evidence in the same way that any external exam paper is not returned to them. Staff will however give feedback to the class as a whole and inform learners where they are in comparison to their target grade, e.g. “if you perform like this in the second assessment, you are on track to achieve your target grade’. Learners will be given the equivalent to an ‘examiners report’ where they will see common misconceptions, model answers etc to aid them further in preparing for their second assessment period.

Changes to grades will only be made if exam boards find that the grade is not a reasonable exercise of academic judgement, rather than as a result of marginal differences of opinion, and only following discussion between the exam board and the centre. (Consultation Decisions GCSE and A Level page 14)

### **Learner appeals on Teacher Assessed Grades (TAGs)**

The exam board will consider whether the evidence of the learner’s performance indicates that the grade represents a reasonable exercise of academic judgement. (Consultation Decisions GCSE and A Level page 16). This is why we wish to give our learners as much information as possible with regards to the evidence we have for our TAGs (see Annex C&D).

### **Teacher Assessed Grades (TAGs) Evidence folders**

The evidence should relate to the specification content and should reflect, as far as possible, the sorts of questions and tasks that learners would usually do for the qualification.

We will make learners aware of the sources of evidence that will form the basis of the grades submitted and, as far as possible, the sources of evidence should be consistent across a class or cohort of learners.

The range and amount of evidence could vary between subjects. Teachers will need to be flexible where some learners have missed particular assessments, through no fault of their own, and may substitute other evidence if available.

Where learners work was completed before the [new guidance](#) was published (24/03/2021), and is no longer available, appropriate records may be included as evidence instead (e.g report data). Any work produced by learners after this guidance will be kept by the college to be used as part of the evidence to support the grade.

### **Links with other policies**

This policy is linked to our:

- [Assessment, recording and reporting policy](#)
- [Behaviour for learning policy](#)
- [Exclusions policy](#)
- [Feedback and marking policy](#)
- [SEN policy](#)



## ANNEX A First sitting Teachers Final Standardised Assessment (TFSA) schedule

Teachers final standardised assessment schedule – 15th March – 30th March					
Year 13 and any learners taking GCSE resits			Year 11 and Year 12		
Mon 15	A Maths Pure	L3 Business	Mon 22	GCSE English Language	GCSE Maths
		L3 Built Environment	Tue 23	GCSE Biology	GCSE Spanish, Arabic and Italian Listening & Reading
		L3 Digital Media U1			GCSE History
Tue 16	L3 Engineering - U1	A Product design	Wed 24	GCSE English Literature	GCSE Chemistry
	A Economics	A Chemistry	Thu 25	No assessments – careers day	
	A Biology	GCSE English Retake	Fri 26	GCSE Physics	GCSE Computer Science
	A Computer Science				
Wed 17	A Physics	L3 Engineering - U2	Mon 29	GCSE Design Technology	GCSE Spanish, Arabic and Italian Writing
	A Psychology			L2 Built Environment	
Thu 18	A Maths Applied	L3 Engineering - U4		L2 Engineering Design	
	L3Mathematical Studies			L2 Engineering Mechatronics	
Fri 19	GCSE Maths Retake	L3 Engineering - U3	Tue 30	GCSE Geography	Yr. 12 L3 Engineering U1
	L3 Digital Media U2	L3 Digital Media U6		L2 Business	Yr. 12 L2 Engineering U2

## ANNEX B Second sitting TFSA schedule

Teachers final standardised assessment schedule – 29 <sup>th</sup> April – 14 <sup>th</sup> May					
Year 13, <b>any learners taking GCSE</b> & Year 12 Architects			Year 11 and Year 12 Engineers		
Thu 29	A Maths Pure	L3 Business	Fri 7	GCSE English Language	GCSE Maths
		L3 Built Environment			
Fri 30	L3 Engineering - U1	A Product design	Mon 10	GCSE Biology	GCSE Spanish, Arabic and Italian Listening & Reading
	A Economics	A Chemistry			GCSE History
	A Biology	<b>GCSE English Retake</b>	Tue 11	GCSE English Literature	GCSE Chemistry
	A Computer Science				
Mon 3	Public Bank Holiday		Wed 12	GCSE Physics	GCSE Computer Science
Tue 4	A Physics	L3 Engineering - U2	Thu 13	GCSE Design Technology	GCSE Spanish, Arabic and Italian Writing
	A Psychology			L2 Built Environment	
Wed 5	A Maths Applied	L3 Engineering - U4		L2 Engineering Design	
	L3 Mathematical Studies			L2 Engineering Mechatronics	
Thur 6	<b>GCSE Maths Retake</b>	L3 Engineering - U3	Fri 14	GCSE Geography	<i>Yr. 12 L3 Engineering U1</i>
		<i>Yr. 12 L3 Architecture</i>		L2 Business	<i>Yr. 12 L2 Engineering U2</i>

Year

Date of birth

All the data below will be used as evidence towards your overall TAGs

[illegible]

External assessments already taken place

Subject	Exam board	Date	Unit	Result
1				
2				
3				
4				

Attendance

2019 - 2020		2021 - 2021			2019 - 2021
4 Sept – 20 Mar Onsite	23 Mar – 17 Jul Lockdown 1	07 Sept – 18 Dec Onsite	01 Jan – 5 Mar Lockdown 3	08 Mar – 14 May Onsite	Average

Behaviour points

2019 - 2020		2020 - 2021		Total		2019 - 2020		2020 - 2021		Total	
Positive	Negative	Positive	Negative	Positive	Negative	Internal	External	Internal	External	Internal	External

Number of days of exclusion

Colour Key

ATL	What does this mean for you?
E	Your ATL is excellent
G	Your ATL is good.
I	You need to improve your ATL.
S	You need to urgently improve your ATL

Attendance	What does this mean for you?
> 98%	You have excellent attendance. You are likely to achieve or exceed your targets.
95 – 97 %	You have good attendance. You are likely to achieve your targets.
92 – 94 %	You need to improve your attendance. You may not meet your targets.
< 92 %	You need to urgently improve your attendance. You are not likely to meet your targets as you have not been able to access the subject content.

Progress	What is your teaching projecting you to achieve?
Well above	You could achieve 2 or more grades higher than your target grade.
Above	You could achieve one grade higher than your target grade.
On	You are likely to achieve your target grade.
Below	You are unlikely to achieve your target grade.
Well below	You are unlikely to achieve your target grade by 2 or more grades.

## ANNEX D Teacher Evidence Overview Report – (exemplar):

Name of learner Katherine Johnson  
Year 13

Candidate number: 10101010  
Date of birth: 26<sup>th</sup> August 1918

All the data below will be used as evidence towards your overall TAGs .

Milestone assessments (MA1, 2, 4 reported to parents) and MA3 internal review of learning during lockdown										Summative assessments				
		2019 - 2020				2020 - 2021				Term average				
Date taken		9 <sup>th</sup> – 18 <sup>th</sup> Dec		11 <sup>th</sup> -22 <sup>nd</sup> May		19 <sup>th</sup> -23 <sup>rd</sup> Oct		26 <sup>th</sup> Jan – 12 <sup>th</sup> Feb		Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2
Date marked		7 <sup>th</sup> – 17 <sup>th</sup> Jan		1 <sup>st</sup> – 12 <sup>th</sup> June		9 <sup>th</sup> – 13 <sup>th</sup> Nov		22 <sup>nd</sup> -26 <sup>th</sup> Feb						
Date moderated		17 <sup>th</sup> Jan		19 <sup>th</sup> June		16 <sup>th</sup> - 20 <sup>th</sup> Nov		1 <sup>st</sup> – 5 <sup>th</sup> Mar						
Date published		5 <sup>th</sup> Feb		23 <sup>rd</sup> June		Internal		19 <sup>th</sup> Mar						
		MA1		MA2		MA3		MA4						
Subject	Target	PRG	ATL	ATL 1	ATL 2	PRG	ATL	PRG	ATL					
Mathematics	A*													
Business Studies	Dist													
Engineering Design	DistDist													

Evidence folders													
N.B. the TFSA's include questions and mark schemes set externally by exam boards, marked internally, moderated internally and externally.													
		TFSA 1			TFSA 2			Evidence 3		Evidence 4		Evidence 5	
Subject	Target	%	Grade	PRG	%	Grade	PRG	Grade	PRG	Grade	PRG	Grade	PRG
Mathematics	A*	72	A		80	A*		A		A*		A*	
Business Studies	Dist	40	Pass		70	Distinction		Dist		Dist		Dist	
Engineering Design	DistDist	U1 70	Distinction		U1 73	Distinction		Dist		Dist		Dist	
		U2 62	Merit		U2 70	Distinction							
		U3 65	Merit		U3 71	Distinction							
		U4 60	Merit		U4 70	Distinction							
		U10 NEA	Distinction		U6 NEA	Distinction							

External assessments already taken place				
Subject	Exam board	Date	Unit	Result
Business Studies	Pearson Edexcel	June 2020	3	Distinction
Engineering Design	OCR	June 2020	6	Distinction
Engineering Design	OCR	June 2020	14	Merit

Attendance					
2019 - 2020		2020 - 2021			Average
4 Sept – 20 Mar Onsite	23 Mar – 17 Jul Lockdown 1	07 Sept – 18 Dec Onsite	01 Jan – 5 Mar Lockdown 3	08 Mar – 14 May Onsite	
97%	96%	98%	99%	96%	98%

Behaviour points						Number of days of exclusion					
2019 - 2020		2020 - 2021		Total		2019 - 2020		2020 - 2021		Total	
Positive	Negative	Positive	Negative	Positive	Negative	Internal	External	Internal	External	Internal	External
95	3	82	0	177	3	0	0	0	0	0	0

#### Colour Key

ATL	What does this mean for you?
E	Your ATL is excellent
G	Your ATL is good.
I	You need to improve your ATL.
S	You need to urgently improve your ATL

Attendance	What does this mean for you?
> 98%	You have excellent attendance. You are likely to achieve or exceed your targets.
95 – 97 %	You have good attendance. You are likely to achieve your targets.
92 – 94 %	You need to improve your attendance. You may not meet your targets.
< 92 %	You need to urgently improve your attendance. You are not likely to meet your targets as you have not been able to access the subject content.

Progress	What is your teaching projecting you to achieve?
Well above	You could achieve 2 or more grades higher than your target grade.
Above	You could achieve one grade higher than your target grade.
On	You are likely to achieve your target grade.
Below	You are unlikely to achieve your target grade.
Well below	You are unlikely to achieve your target grade by 2 or more grades.



## ANNEX E Examples of formative and summative assessment feedback:

**DATE:** **Name:** [Redacted] **7 Grade 7 (TG 6)**

**S [Strength]**  
• Identifying what went well.

**I [Improvement]**  
• Identify areas learner can improve

**T [Target]**  
• Pose a high level question to challenge thinking

**Literacy Target**  
• Use the extended writing criteria

**Can you consider if "pumping" could also apply to the daughter's feelings at her new found freedom?**

**Keep experimenting with a sophisticated and nuanced vocabulary.**

**Improved paragraph:**

The poet also presents the mother anxiety about her daughter leaving home. This is shown in the phrase 'pumping, pumping for your life'. Firstly, the word 'pumping' displays the idea of a heart beat but the fast pace of it could represent anxiety and fear. This could have been done by the poet to show that the mother is apprehensive about being away from her daughter. Moreover, the vivid verb 'pumping' is repeated which could mirror the heartbeat of both the mother and daughter. Perhaps, you could say that there is an ambiguity about this phrase as it could be about both, the mother and daughter. The daughter may have had a fast heartbeat to represent her feelings of excitement and adrenaline about leaving home. Meanwhile, the mother's rapid heartbeat is because she is tense about the same thought. Furthermore, the fast pace of the beating heart could represent the daughter's feelings as when riding a bicycle, your heartbeat could increase rapidly. The poet may have used this extended metaphor of a bicycle to display the idea of life being like a journey- the daughter leaving home means that another chapter of that journey has begun. As well as there being an deliberate ambiguity about who the phrase refers to, there is also a vagueness about the emotions. This is because the image of riding a bicycle and 'riding with long strides' could display the idea that the daughter is becoming more confident and independent, thus making the mother proud, but also distressed as she is not needed as much anymore. The poet may have wanted to celebrate the new beginnings of the daughter leaving home but also convey the mixed emotions that one feels when their children are growing up and to teach parents that such conflicting feelings are universal.

**DATE:** 02 Dec 2020

**Strength**  
Identifying what went well.

**Improvement**  
Identify areas learner can improve

**Target**  
Pose a high level question to challenge thinking

**Literacy Target**  
Use the extended writing criteria

**Your Comments**

Put your comments here. E.g. How did you improve it/what your next steps on this. To improve I will need to talk about what software's I'm good at and try to rearrange it all on less pages.

**DATE:** **Name:**

**S [Strength]**  
• Identifying what went well.

**I [Improvement]**  
• Identify areas learner can improve

**T [Target]**  
• Pose a high level question to challenge thinking

**Literacy Target**  
• Use the extended writing criteria

**DATE:** **Name:**

**S [Strength]**  
• Identifying what went well.

**I [Improvement]**  
• Identify areas learner can improve

**T [Target]**  
• Pose a high level question to challenge thinking

**Literacy Target**  
• Use the extended writing criteria

**DATE:** **Name:** [Redacted]

**S [Strength]**  
• Identifying what went well.

**I [Improvement]**  
• Identify areas learner can improve

**T [Target]**  
• Pose a high level question to challenge thinking

**Literacy Target**  
• Use the extended writing criteria

**Written clearly and succinctly.**

**Include research evidence.**

**Use researcher names.**

**Broaden discussion to make the essay flow better.**

Paragraph 2 – one limitation of this explanation is that, despite many studies being conducted the actual heritability rate for AN is unclear. Although research has suggested a link between genetics and AN there are many inconsistencies in the estimate for heritability, for example on average a large range of 28% to 74% was concluded. Furthermore, researcher Wade conducted a study interviewing, 2,000 female MZ and DZ twins, using the DSM criteria and concluded a heritability rate of 58%. Many of these studies also violate the equal environments assumption by assuming MZ and DZ twins are raised in the same house, although research suggests MZ twins are treated more similarly than DZ twins.

**Much better – continue to do this and you will do well!**