



CHARTERHOUSE

Teacher Assessed Grades Policy

All teaching staff must read this policy, which has been approved by the Head of Centre, Dr Alex Peterken.

The purpose of this policy is:

- To ensure that teacher assessed grades are generated fairly, consistently, free from bias 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 Regulatory and JCQ requirements.
- 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 and disability legislation.
- To ensure we meet all requirements set out by the DfE, Ofqual, JCQ and awarding organisations for summer 2021 qualification.

Charterhouse will provide Teacher (or School) Assessed Grades to examination boards by June 18 2021. Fairness and flexibility are at the heart of the government's and Ofqual's approach so grades will fairly reflect the attainment or the standard at which pupils are performing, assessed only on content delivered up to the end of LQ 2021. All academic departments have produced a rationale document to explain topic and syllabus coverage, highlighting any areas that will not be assessed, and setting out for pupils what will be assessed and when.

The predicted grades issued in June 2020 were based on the School's judgement of what the candidate would have achieved had the exams taken place – a judgement based on potential. In June 2021, the Teacher Assessed Grades will be based on actual achievement.

Charterhouse must base their judgement of the candidate's grades on demonstrated achievement only, without speculating whether the pupil could have done better had there been no pandemic or no disruption to teaching and learning.

A Central Assessment Team (CAT) has been established to lead this process. The group is chaired and led by the Deputy and Assistant Head (Academic), and will comprise the HoDs of Science, Maths and English, the Deputy Head (Pastoral), the Head of Learning Support, and the Heads of Year (Fifths and 2YS).

The Central Assessment Team's ultimate output will be the submission of data-informed, evidence-based, professionally-determined Teacher Assessed Grades to the examination boards by mid-June.

Its aims are to ensure that our processes for determining grades are robust, thorough, consistent and fair, and that the processes detailed below are followed. It will incorporate all relevant guidance from JCQ, Ofqual, Cambridge Assessment International Education and the other relevant examination boards to inform our internal processes. The CAT aims to provide internal objective quality assurance and data-led standardisation processes across Academic Departments to ensure fairness of outcomes.

It also aims to prevent, so far as is possible, all pupils from being systematically advantaged or disadvantaged, by incorporating the consideration of special educational needs and disability (SEND), any specific personal circumstances (e.g. illness and absence) which under normal exam arrangements would meet criteria for special consideration by exam boards, and any pupils with protected characteristics (for example, disability). It will ensure that academic departments take into account the guidance set out by Ofqual in its documents relating to making objective judgments ([available here](#)).

There are three key stages involved in generating and determining our grades.

Stage 1: Central Assessment Team (CAT)

An analysis of the School's historical examination data will be undertaken in order to suggest an outcome of expected overall grade distribution for summer 2021 results. Exam boards are likely to undertake a similar analysis to evaluate how the Teacher Assessed Grades compare to previous outcomes from 'normal' examination years (i.e. not 2020).

The CAT will make available **subject-specific data** to HoDs and beaks. This will include all data from our exam-referenced Assessment and Reporting schedule relating to a pupil since September 2019. This data set is important as it draws directly on our own internal exam-referenced attainment grading descriptors, which specifically reference levels in line with which pupils have been working over their courses. In drawing on all data sets available, the CAT will provide an initial **proposed Teacher Assessed Grade** for each pupil within each subject cohort, which will also incorporate data from the Assessment and Reporting process since September 2019.

During this stage:

1. Any **special and unusual circumstances** (e.g. prolonged illness, welfare issues, absence etc) relating to pupils will be discussed within the Central Assessment Team as the proposed grades are determined, and notes recorded to support Stage 2 below.
2. **Reasonable SEND adjustments** will be considered. The Head of Learning Support will work with the CAT to check each proposed grade and add any relevant comments for each pupil on the SEND register in preparation for Stage 2 below.

HoDs will be presented with a centralised, standardised data set as an initial input. This data set will collate in one place the various inputs from our internal assessment and reporting procedures thus enabling departments to see the overview of each pupil's attainment to date. They will then give their departmental input into the evidence-based and professionally informed aspects of the process as detailed in the stages below.

Historical data : trends within each subject will be considered in data presented to HoDs by the CAT, though it is acknowledged that there is a lack of prior data in some subjects that have recently moved e.g. from Pre-U to A Level.

Stage 2: HoDs and beaks

Determining Teacher Assessed Grades (TAGs): At which grade is each pupil performing?

Beaks involved in determining grades will attend any centre-based training to help support their work and to help achieve objectivity, consistency and fairness to all pupils. Training will draw on exam board guidance and advice where this is available.

Once all HoDs have received the data indicated above for all pupils sitting their subject in the Fifts and Second Years they will consider the **proposed TAG** in discussions between a HoD and the beak(s).

Beaks should determine a TAG for each candidate based on **any of the evidence available** on candidates' performance and demonstrated knowledge since the start of the course. All evidence used to inform these grades should be retained by beaks, and any changes to the centrally issued **proposed TAG** must be recorded in writing on the spreadsheet held by HoDs and the reason for the changes made available as a note alongside a pupil's name.

HoDs and beaks will take into account the work that is produced by pupils in CQ 2021; they should also take into account a pupil's performance with their work during the whole course, and consider the pupil's best performances from earlier in the course alongside current work. The grade submitted should consider the broad evidence base, and in the professional opinion of the beak(s) and HoD, be the grade that most accurately reflects the performance demonstrated by the candidate.

It is important to note that the evidence presented should be valued for its own merit as an indication of performance and attainment; grades must be determined objectively, without bias, and should not be influenced by pupils' positive or challenging circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.

HoDs and beaks should collate a portfolio of evidence in line with exam board requirements (e.g. three substantial pieces of work for CAIE, in line with their own guidelines for completion). It is acceptable for the range and amount of evidence to vary between subjects and across pupils, though it is important that assessment materials used relate closely to the specification requirements. All academic departments will bear in mind that more recent evidence is likely to be most representative of a pupil's highest performance.

HoDs will be asked to share relevant assessment data securely with the CAT after centralised progress assessments, but also at other times relevant to each department's assessment schedule. The submission of a grade for each potential piece of evidence on the centralised spreadsheet for each subject will be important for the dialogue over the agreed final TAG. Given the importance of evidence taken from CQ2021, the final TAG may well vary from the proposed initial grade put forward by the CAT.

In evidencing the TAG HoDs should ensure that candidate performance in the following areas is considered:

1. Progress assessments from April-June 2021
2. Progress assessments from OQ 2020 and LQ 2021
3. Any exam board produced materials such as groups of questions, past papers or sample and practice materials.
4. Any coursework/NEAs (complete or incomplete)*, including participation in performances in subjects such as music and drama
5. Timed assignments and assessments (both during or out of hashes)
6. Work completed in hashes and for banco (mark book records showing regular attainment grades must be consulted)

**In case pupils decide that they want to enter in a subsequent exam series, you should retain any NEA work completed to date.*

HoDs may collect and review this evidence as soon as they wish so that they can be prepared for discussions once Stage 1 has been completed. For points 5 and 6 above, beaks can use work the candidate has produced during the time that School has been closed to pupils, but must be confident that it is the candidate's own unaided work. HoDs will ensure that the levels of control relating to any evidence are considered and recorded, for example whether the evidence relates to central assessments in externally-invigilated conditions, in classroom-invigilated conditions, in situations where invigilation was online or in other settings such as with coursework, classwork and homework. The majority of evidence will come from settings of very high levels of control; exceptions to this are likely to be where a candidate was unable to complete an assessment satisfactorily due to illness or other special or unusual circumstances.

Where available, the referencing of any recalled examination scripts, examiner reports, exam board exemplar material and grade thresholds from previous summer exams sessions should be drawn on to allow benchmarking of pupil work to grade thresholds, standardisation of internal exams between divisions, and a comparison of similar pupils and likely outcomes.

Evidence from our candidates must be compared against evidence of candidate performance at different grades that exam boards have provided; where example marked responses of candidate work can be found on the exam board websites, these should be used to inform the assessment of candidate performance. Assessed work to be used as evidence should be annotated based on exam board language applied to grade descriptors.

Where more than one beak has taught the syllabus, all beaks involved should work together to make sure that their judgements have been applied consistently across divisions. In many cases this will need to be done through a meeting, and the Head of Department will lead and coordinate this process. Where only one beak has taught the syllabus, departments must have in place quality control processes for moderation and standardisation to ensure objectivity: where this is the case, the HoD or a nominated moderator in each academic department will be assigned. Where a department is unable to achieve this, the Deputy Head (Academic) will work with the HoD to ensure the output is rigorously reviewed.

Previous results in the subject should also be taken into consideration as well as the performance of this year's pupils compared to those with similar profiles of attainment in previous years, bearing in mind their progress, trajectory and final outcome. In coming to this holistic judgement, it should be assumed that it is no easier or harder for a pupil to achieve a particular grade this year, compared to previous years where examinations took place.

During this stage:

1. Judgments must be made in an entirely impartial manner, focusing solely on considerations of the grade at which a pupil is performing; factors such as University conditional offers, GCSE grades needed for progression into Sixth Form, or any likely parental or pupil reaction should NOT be considered. To support impartiality in this process, scripts completed during the centralised assessment process in CQ will be anonymised.
2. **Internal quality assurance** takes place, led by the HoD. For example, where more than one teacher is using the same mark scheme, the teachers must standardise their marking at the beginning of the marking process, so that they all apply the mark scheme in the same way. Details of how teachers standardised their marking should be recorded. In cases where work was completed earlier in the course and has already been

marked, it is possible that more than one teacher applied the same mark scheme but the teachers did not standardise their marking. This is acceptable and the work can still be included in portfolios. However, the fact that the marking has not been standardised should be recorded. Where more than one teacher has applied the same mark scheme, the teachers involved should sample each other's marking afterwards to check for consistency. Where teachers find inconsistent marking approaches, candidates' marks should be adjusted as necessary. The authenticity of evidence must also be considered at this stage: although the vast majority of evidence will have been gathered from this term's high-level control assessments, where there are exceptions to this, careful consideration will be given to a pupil's achievement in relation to their wider evidence of attainment.

3. Any **special and unusual circumstances** (e.g. prolonged illness, welfare issues, absence etc.) relating to pupils will be discussed, and beaks of pupils concerned will be reminded or notified: the Deputy Head (Pastoral) will ensure that any such circumstances are understood by beaks as grades are determined, and will provide guidance on how exam boards would make adjustments (if any) for these circumstances, ensuring that thorough notes are recorded on all information provided, all discussions undertaken and any effect these have on proposed grades.
4. **Reasonable SEND adjustments** will be considered. The Head of Learning Support will review grades and comments for pupils on the SEND register. The Head of Learning Support will ensure that meticulous notes are recorded on all information provided, all discussions undertaken, and any effect these have on proposed grades. This must also include taking into account any work completed where appropriate access arrangements were not made.
5. **Malpractice:** the School's policy on malpractice and academic honesty will support colleagues in addressing any of the specific challenges associated with the assessment of evidence; any colleague who suspects a breach in these rules by a pupil should make their concern known in line with the School's policy. With the remote Zoom invigilation of a small number of pupils during the assessment process, specific protocols will be given to pupils (and their parents/guardians) in order to ensure that they comply with the high-control assessment parameters.

Once the above stages are complete, HoDs should take into account the historical overview of results in their departments (provided centrally), and present the TAGs to the DHA and AHA. Once these grades have been agreed, Stage 3 begins.

Stage 3: Central Assessment Team

The Deputy Head (Academic) will meet with the CAT for central checking and sign off. The checks will include:

1. Ensuring that the data presented considers whole-School and department-specific historical data trends.
2. With the whole CAT, aiming to ensure that any unconscious bias has not entered into the grades by comparing the initial TAGs with the final proposed grades, and probing any such apparent discrepancies with HoDs
3. With the Head of Learning Support, that any SEND issues have been taken into account where necessary, and any concessions given are noted and recorded.

4. With the Deputy Head (Pastoral) that any special consideration required has been taken into account and that any consideration given is noted and recorded. The general expectation is for consistency in our processes, but with the opportunity to be able to take account of specific individual circumstance if it is appropriate. It will be the responsibility of the CAT to apply any final special consideration, including for SEND-related matters, and not of individual departments.
5. Any final checks required between the CAT and HoDs (to ensure that all evidence has been properly considered) before the final submission of grades to the Headmaster and to the examination boards.

Timeline

HoDs will receive all data from Stage 1:

- by May 7 2020 for **Fifths**.
- by May 14 2020 for **Second Year Specialists**.
- the aim is to complete Stage 2 by June 9 for Fifths and June 11 for Second Year Specialists. By these points Heads of Department will have provided the CAT with data and grades from the assessments in CQ as part of the breadth of evidence.
- The Head of Centre will authorise the submission of the TAGs in June, confirming that they represent the academic judgment made by staff, and that checks in place ensure that these align with the guidance and standards provided by the awarding organisations.

Other key points

- **Security** is essential. Email **must not** be used to record or transmit any matters relating to TAGs. Spreadsheets and other documents containing related data sets must be password protected and stored securely e.g. in the **HoDs area of Teams**.
- **Smaller departments** and smaller cohorts will be required to work closely with the CAT to uphold objectivity in the process.
- For the small number of **private candidates**, each department will outline within its own rationale document and agree with the CAT how assessment of their performance will take place. Private non-taught Modern Languages candidates have to have their work under exam-style assessment conditions assessed by a nominated third party subject expert appointed by and known to our centre, to ensure integrity and objective judgement. Other private candidates have been fully integrated into the sequence of assessments, either in person or via Zoom. Procedures will be in place to conduct temperature checks and, if necessary, lateral flow tests, for any private candidates coming to the School for assessments.
- Colleagues who are new to teaching will receive specific guidance and training by their Head of Department, and given a specific opportunity to talk through this policy.
- The School will provide guidance on maintaining objectivity and avoiding bias for all staff.
- HoDs will work with their departments to ensure that all evidence (whether for CAIE three-piece portfolios or for supporting the requirements of other examination boards) is stored and available electronically and centrally within a department on OneDrive. This evidence should be referenced by pupil name per subject, and made available to the CAT when requested in June 2021.

- The CAT will produce a pro forma for academic departments which will be used to record all evidence of assessment, and to document any conversations between pupils and HoDs/beaks about evidence that will be submitted, in particular where there are any differences of opinion.
- Towards the end of the process, pupils will be asked to sign off on the School's use of evidence. They will confirm that they have had conversations with each of their beaks regarding the evidence on which the School has drawn; they will be asked to confirm that they are aware of which pieces of work have been submitted for any boards requiring portfolios of evidence, and that they have had an opportunity to raise any concerns.
- Beaks with children at the School in examination year groups must not be involved in any process that relates to their children's grades. This also applies to beaks with any relatives in examination year groups. A beak may not inquire about, or seek to find out about, their children's or relatives' grades in any way whatsoever. Such a matter would be considered as malpractice. A beak must declare any such **conflict of interest** to the Deputy Head (Academic).
- **Grade disclosure and communication:**
 1. All communication between beaks about grades and rankings must remain strictly confidential.
 2. The disclosure to pupils of any work that forms part of a portfolio of evidence for exam boards is allowed, but not the resulting TAG.
 3. **The entirety of this process is strictly confidential to Charterhouse staff. There must be no communication whatsoever from staff with pupils or parents about the TAGs or the process (beyond the document issued to parents/pupils/beaks separately).** This is to ensure a fair process, without any parental or pupil bias or pressure. An attempt by anyone to engage in such communication may be considered as malpractice. **This message about communication continues to apply even after results have been released in August,** other than those following official appeals processes set out by the School or examination boards.

Results and appeals

The CAT and all Heads of Department will be available (on site or by phone/Zoom call) during the week of results in August (10th and 12th) in order to offer guidance, advice and pastoral support to pupils.

All colleagues will be made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ guidance. Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements. All necessary staff will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling. Pupils and parents will also be given details of the stages of appeal.