Centre Policy for determining Teacher Assessed Grades for summer 2021:
Carmel College
Carmel College Centre Policy for determining Teacher Assessed Grades 2021

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Centre Policy for determining teacher assessed grades – summer 2021:

CARMEL COLLEGE

Statement of intent

This section outlines the purpose of this document in relation to our centre.

<table>
<thead>
<tr>
<th>Statement of Intent</th>
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<tbody>
<tr>
<td>This section provides details of the purpose of this document, as appropriate to our centre:</td>
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</tbody>
</table>

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.
Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

### Roles and Responsibilities

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

#### Head of Centre

- Our Head of Centre, MICHAEL HILL, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Carmel 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.

#### Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- provide training and support to our staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments 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 department make consistent judgements about student 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 Head of Department Checklist is completed for each qualification that they are submitting.

#### Teachers / Head of Additional Support

Our teachers and Head of Additional Support 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 student they have entered for a qualification.
Carmel College Centre Policy for determining Teacher Assessed Grades 2021

- **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.
- **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 students 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, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

<table>
<thead>
<tr>
<th>Training</th>
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<tbody>
<tr>
<td>This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year</td>
</tr>
<tr>
<td>- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.</td>
</tr>
<tr>
<td>- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Newly Qualified Teachers and teachers less familiar with assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section provides details of our approach to training, support and guidance for newly qualified teachers and teachers less familiar with assessment</td>
</tr>
<tr>
<td>- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.</td>
</tr>
<tr>
<td>- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.</td>
</tr>
</tbody>
</table>
Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

### A. 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.
- From March 24th, 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. For historical sources of evidence, where this is not available, teacher records will be used.

This presents differently for each department, but can include:

- Student work in response to materials provided by the examination board i.e. past papers, groups of questions, sample papers
- Non-exam assessment (coursework)
- Student work produced in centre-devised tasks that reflect the specification and follow the same format as exam board materials and 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 or mock exams sat over the course of study.
- Records of a student’s capability or performance over the course of study in performance-based subjects i.e. PE; or other work i.e. oral recordings in languages
- Records of each students progress and performance over the course of study
- Exam boards will produce a range of support materials which can be used immediately after publication. The use of these support materials is not compulsory.

These sources of evidence, in conjunction with Carmel’s Monitoring and Assessment Progress points (MAPPs) across the whole of a student’s linear programme of study, in addition to three Reviews, will inform the determination of the final teacher assessed grade for 2021.

We provide further detail in the following areas:

**Assessment Materials**

- We will use assessment materials to give students 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 assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
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 student’s own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a student’s performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed. This will only apply to coursework.
- 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.
Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

**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 student 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 (Connect mark book) for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.
Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

<table>
<thead>
<tr>
<th>Internal quality assurance</th>
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</thead>
<tbody>
<tr>
<td>This section gives details of our approach to internal standardisation, within and across subject departments.</td>
</tr>
<tr>
<td>• We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:</td>
</tr>
<tr>
<td>- Arriving at teacher assessed grades</td>
</tr>
<tr>
<td>- Marking of evidence</td>
</tr>
<tr>
<td>- Reaching a holistic grading decision</td>
</tr>
<tr>
<td>- Applying the use of grading support and documentation</td>
</tr>
<tr>
<td>• We will conduct internal standardisation across grades.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).</td>
</tr>
<tr>
<td>• Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>- This will be Karl Smith, Vice Principal (Curriculum and Quality) and Janet Gater (Assistant Principal, Student Achievement)</td>
</tr>
<tr>
<td>• In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.</td>
</tr>
</tbody>
</table>
Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

<table>
<thead>
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<th>Comparison of Teacher Assessed Grades to results for previous cohorts</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>• We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).</td>
</tr>
<tr>
<td>• We will consider the size of our cohort from year to year.</td>
</tr>
<tr>
<td>• We will consider the stability of our centre’s overall grade outcomes from year to year.</td>
</tr>
<tr>
<td>• We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

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 use historical results data, Alps & Alps Connect to quality assure the grades and grading profiles 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. |

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Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

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

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

- Where students 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 student’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 students 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](#)
B. 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 student.
Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

<table>
<thead>
<tr>
<th>Objectivity</th>
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<tr>
<td>This section gives a summary of the arrangements in place within our centre in relation to objectivity.</td>
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</table>

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

Senior Leaders, Heads of Department and 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;
- Staff at Carmel have received training on unconscious bias

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.
This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

C. 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 Heads of Departments 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 student’s 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).
D. 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 student declarations and robust internal quality assurance processes, will be in place to ensure that teachers are 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 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 to support these determinations of authenticity.
Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. 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 students’ 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 of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. 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 students;
  - failure to appropriately authenticate a student’s work;
  - over direction of students in preparation for common assessments;
Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. 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 students 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.
Carmel College Centre Policy for determining Teacher Assessed Grades 2021

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

<table>
<thead>
<tr>
<th>A. External Quality Assurance</th>
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<tbody>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>• All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.</strong></td>
</tr>
<tr>
<td><strong>• All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.</strong></td>
</tr>
<tr>
<td><strong>• All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.</strong></td>
</tr>
<tr>
<td><strong>• Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.</strong></td>
</tr>
<tr>
<td><strong>• 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.</strong></td>
</tr>
<tr>
<td><strong>• 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.</strong></td>
</tr>
<tr>
<td><strong>• 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.</strong></td>
</tr>
</tbody>
</table>

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

<table>
<thead>
<tr>
<th>A. Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This section details our approach to the issue of results to students and the provision of advice and guidance.</strong></td>
</tr>
<tr>
<td><strong>• 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.</strong></td>
</tr>
<tr>
<td><strong>• 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 students.</strong></td>
</tr>
</tbody>
</table>

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### Carmel College Centre Policy for determining Teacher Assessed Grades 2021

- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students 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.

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Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

<table>
<thead>
<tr>
<th>A. Appeals</th>
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<tbody>
<tr>
<td>This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.</td>
</tr>
</tbody>
</table>

- 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 students 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.

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The following appended documentation provides additional detail with regard to Carmel’s approach to teacher assessed grading for summer 2021. Please be aware that some content in the appendices will be subject to change as the process develops.

Appendix 1

A narrative on Carmel’s approach to teacher assessed grading:

All teachers and departments will have comprehensive and clearly defined and quality assured sources of evidence of assessment that will be used to determine teacher assessed grades awarded to students. Students and parents will be informed of both the sources of evidence to be used and assessments to be completed prior to final teacher assessed grade submission to the examination boards.

It is important to note, that Carmel produces a projected grade report for all upper sixth students on an annual basis in March/April. Teachers are annually asked to project each student’s likely examination grade, following 9 monitoring and assessment points over the 2-year linear programme (MAPPs). This will support the production of teacher assessment grades (TAGs) i.e. the grades students are working at, and is unique to Carmel.

Step 1 – Teacher professional judgement:

It is clear that what we are seeking here is a ‘holistic’ view of a student’s level of performance based on all the available evidence. To avoid being overly swayed by a particular source of evidence, a useful starting point is to identify teacher judged grades which are quality assured and use these agreed sources of evidence for each student in each department. Put simply, using an identified range of sources of evidence for assessment, teachers work though every student they teach, using all the identified assessment evidence that they have on the student over the course of their study. Again, Carmel’s Advance tracking system and MAPP processes are powerful in this regard.

Step 2: Determining the sources of evidence for assessment:

Teachers, in conjunction with Heads of department, Curriculum leaders, the Assistant Principal (Student Achievement) and the Vice Principal (Curriculum and Quality), will determine the sources of evidence for assessment to be used in determining any final teacher assessed grade as part of the internal quality assurance process.

Teachers can use evidence of student’s performance from throughout their course to inform judgement on a final teacher assessed grade. Heads of Department and teachers will work through deciding which set of measures to use as supporting evidence, and working through what the evidence suggests about student performance. This will be agreed and quality assured by the Curriculum leader, Assistant Principal and the Vice Principal. This evidence will be specific to the department/class and different departments will present different evidence according to subject and the manner in which each subject is best assessed. For example, for BTEC courses, coursework...
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will comprise a large part of any final teacher assessed grade; for Art subjects, as determined by the examination board the assessment use will be largely comprised of a singular unit based upon student portfolios; for other subjects, substantive set assessments, often linked to MAPPs and non-examined assessments (marked by the teacher) may feature. In GCSE English language and A level sciences, centres will determine a separate grade or result for the endorsement – this grade should be based on work that has been completed towards the endorsement.

The likely evidence to be used is outlined below, with examples provided on the ‘Agreed sources of evidence’ form.

Carmel already has access to MAPPs & teacher assessment mark books and these will invaluable and influential sources of evidence. Ofqual will not specify when assessments, yet to be sat, are to take place. It is for teachers to judge what is appropriate and, given the circumstances of the pandemic, what arrangements can reasonably be put in place. When conducting these, teacher’s need to be confident that the work is that of the student but may need to be flexible about where that work is completed as per the policy.

Step 3: Teacher dialogue:

Teachers have always engaged in a rich dialogue with regard to student progress and achievement. Discussions about grades draw on a teacher’s overall understanding of students and on the indications provided by the available evidence. These in-depth discussions will provide invaluable insight to ensure that the fairest grade is awarded. Sources of evidence to be used for assessment, and any assessment due to take place before the final submission of teacher assessed grades, will form part of on-going discussions with students and with students and their parents via the U6 consultation evening on April 21st, 2021.

Step 4: Quality assurance:

Internal quality assurance includes the following:

- Agreement about the approach to assessment
- Internal standardisation
- Declaration from Head of centre

Moderation, quality control and quality assurance processes will occur throughout the entirety of the process from March to final submissions to the examination boards. Given the importance of teacher assessed grades, members of the Corporate Management Team (CMT) will quality assure all the processes involved for the determination of teacher assessed grades. The selection of evidence used by individual departments is subject to QA, with the AP (Student Achievement) and the Vice Principal (Curriculum and Quality) meeting with each Head of department and Curriculum leader to consider and approve the sources of evidence being used and set.

Following the submission of teacher assessed grades by teaching staff, these grades will be subject to further scrutiny by the Head of department, Curriculum leader, Assistant Principal and the Vice Principal. Heads of department have access to Alps Connect in monitoring departmental progress and performance throughout the process. In addition to comparison with historical performance and

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Carmel College Centre Policy for determining Teacher Assessed Grades 2021

3-year averages (2017-19), these grades will then be submitted to Alps / Alps Connect to quality assure that they are in line with previous attainment and departmental/college grade distribution ranges. The Assistant Principal and Vice Principal will perform a series of ‘what if’ analyses across departments to further assure grade accuracy. CMT, in turn, will then quality assure the whole process. MIS and Exams perform a final checking process to ensure all students are entered. This will be followed by the Head of Centre declaration confirming that the requirements for internal quality assurance have been met and applied to all teacher assessed grades submitted.

Examination boards will perform their own quality assurance ‘sampling’ across our internal processes as appropriate.

Sampling will be both random and risk-based.

Grading: the use of evidence

It is really important to consider the most appropriate range of evidence available in determining a student’s final teacher assessed grade. This is detailed in the body of the policy and below.

Sources of evidence for assessment:

Performance across MAPPs:

This is powerful as it clearly demonstrates sustained performance over time. Students are fully aware of their MAPP profile performance here, as are parents via in their engagement in review evenings, student reports, or access through Connect.

Performance in assignments/coursework – this is particularly useful where the entire cohort has been set a common group of assignments.

Performance in set assessments – teachers will have already set and assessed a number of pieces of work across a student’s programme of study. The assessments to be used, and still to be set, will be communicated to students. In assessments to be set before the final submission of teacher assessed grades to the examination board, exam boards will provide a package of support materials, including questions and mark schemes. These will be based upon past questions. Use of these exam board materials is not compulsory. Teachers already have access to past paper examination material and so can readily select material from content already taught to students and make use of tested and revised mark schemes.

Performance in coursework and other centre assessed work – this provides very useful evidence, particularly for the ranking rather than grading of students, and it must be remembered that students often tend to perform more highly in coursework and practical elements of a course.

Performance of students in previous years – Carmel has a strong and sustained level of performance. Departments will have access to the performance of previous cohorts - 3-year average value-added performance is readily available. There have been significant improvements, due to staffing changes and internal processes, in some departments so this should be used sensibly.

Average GCSE scores and subject specific target grades – average GCSE scores and subsequent

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subject specific target grades produce a useful insight as to how students performed the last time they sat public examinations. A word of caution for Carmel. We have a sustained and outstanding track recorded of adding significant value at Level 3 and progress on all other courses. Significant numbers of students over perform against prediction. A level examinations require different skills to GCSE which tend to be driven more by knowledge than skills.

**Study support information** – we should not give students higher grades because they have a particular learning difficulty or disability. Rather, what we should take into account, is the impact of the access arrangements in place. For the assessments already completed in college, and for the assessments yet to be sat, this information and the access required has and will be accommodated. It is the quality of work that students are capable of producing with the adjustments that we need to consider, not how challenging someone’s underlying support needs may be. It is the impact of the access arrangement that is crucial for this process.

**Special consideration information** – The usual process of centres submitting special consideration applications to awarding organisations for qualifications will not apply this summer. As the range of evidence is flexible and can be tailored to an individual student according to coverage of the specification, then instances of special consideration should be limited. Centres should be able to select work completed by a student where they were unaffected by adverse circumstances.

Where this is not possible and a temporary illness, a temporary injury or some other event outside of the student’s control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account and document how they have done so. Special consideration cannot be applied due to lost teaching and learning. This can be addressed through the flexibility of the range of evidence centres may use to determine students’ grades. Students should only be assessed on the content of the specification covered.

Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a student’s ability to demonstrate his or her normal level of attainment in an assessment. Centres must record how they determined the impact of the misfortune. Students must be reminded to raise any mitigating circumstances which warrant special consideration. It is important that students raise these issues as soon as possible, ideally at the time of the assessment and prior to the submission of the teacher assessed grade.

Having a challenging context should not have an impact on the overall grade awarded, but it might alter the interpretation of work produced at a particular point. To take a further example, a student might have been an in-patient during the lower sixth, owing to an eating disorder, and in that year, there was little evidence of progress from the student’s starting point. In the upper sixth, they had stayed out of hospital and had been making significant progress. It is the speed of the progress and the likely trajectory towards any final exams, in this case that is significant. In this instance we would pay less attention to lower sixth grades as they were produced under different circumstances. If, however the student had continued to produce of relatively low grades throughout the upper sixth and showed no signs of improvement, then the teacher assessed grade should reflect this. The grade awarded should not be a grade that might have been achieved had the circumstances of life been different.
Important:

Evidence that should not be relied on:

Predicted grades for UCAS – predicted grades are by their very nature optimistic, and are a point in time judgement of potential. For UCAS predicted grades, this particular point in time can be a full year before final examinations.

Conditional offers – there may be a temptation here to look at the conditions of the offers that students need to meet. While we know that students with conditional offers do tend to make better progress than other students, we should not consider what students need to achieve when considering what grade to give them. Students will have to live with these grades, and the implications of these grades, for the rest of their lives.

Appendix 2

Ofqual Teacher Assessed Grades process: General timeline

Teacher assessed grade process

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Process Events</th>
</tr>
</thead>
</table>
| w/c March 1st           | Determining assessment & evidence:  
QA: Meetings with Heads of department (HoDs) and Curriculum leaders (CLs)  
Head of centre declaration on QA process  
Head of department to complete Agreed sources of evidence form |
| w/e March 19th          | Agreed sources of evidence form to CL                                           |
| w/e March 26th          | Agreed sources of evidence form to AP                                           |
| w/c March 29th          | Assessment & evidence:  
Communication with students  
Remaining assessments commence |
| w/c March 29th          | Assessment & evidence:  
Teachers to compile and to set, assess, mark and record student submissions |
| March 29th – May 21st   | CLs and HoDs to monitor and QC/QA sources of evidence collated for student assessment in determining final teacher assessed grade |
| April 21st              | Consultation with student/parent  
See script below |
| May 17th – May 21st     | Curriculum leaders and Heads of department to sign off teacher sources of evidence for assessment and final teacher assessed grade decisions.  
VP and AP to QC/QA this process and outcomes |
| May 21st                | Assessment closes  
Final grades submitted to internal system via Mapp 9 |
Carmel College Centre Policy for determining Teacher Assessed Grades 2021

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 24th</td>
<td>AP to monitor and QA completion of process</td>
</tr>
<tr>
<td>Grade submission to Alps Connect</td>
<td>Comprehensive ‘What if?’ analysis (AP/VP)</td>
</tr>
<tr>
<td>Master analysis (Connect mark book)</td>
<td>completed by VP (C&amp;Q) and separately by AP (SA)</td>
</tr>
<tr>
<td>May 24th – May 28th</td>
<td>QA: CMT</td>
</tr>
<tr>
<td>w/c June 7th – June 18th</td>
<td>MIS/Exams QA checking &amp; submission</td>
</tr>
<tr>
<td>w/c June 7th – June 18th</td>
<td>Head of Centre declarations</td>
</tr>
</tbody>
</table>

Appendix 3

Agreed sources of evidence form (final)
GCSE, A and AS level
Teacher assessed grade process 2021
Agreed sources of evidence form

Following your meeting with the Curriculum leader, Assistant Principal (Student Achievement) and the Vice Principal (Curriculum & Quality), this form needs to be populated by the Head of department and signed off by both the Head of department and appropriate Curriculum leader.

Curriculum leaders will collate forms for all departments within their curriculum area and forward to the Assistant Principal (Student Achievement) for final sign off.

As appropriate, grades will then be entered to populate the document.
It is important that it is grades that are entered and not scores.
This is to maintain coherence and clarity.

Suggested types of evidence (volume and type will differ across subject areas), but should relate to specification content and should reflect, as far as possible the sorts of questions and tasks that students would normally undertake in preparation for the qualification.

- Student work in response to materials provided by the examination board i.e. past papers, groups of questions, sample papers
- Non-exam assessment (coursework)
- Student work produced in centre-devised tasks that reflect the specification and follow the same format as exam board materials and 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 or mock exams sat over the course of study.
- Records of a student’s capability or performance over the course of study in performance-based subjects i.e. PE; or other work i.e. oral recordings in languages
- Records of each students progress and performance over the course of study
- Exam boards will produce a range of support materials which can be used immediately after publication. The use of these support materials is not compulsory.

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The record of student progress via our Advance MAPP process and Review system will feature alongside this evidence in building a full and coherent picture of student achievement.

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

We need to 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 in the centre, at home, or with an external tutor.

Final teacher assessed grades must remain confidential as they subject to both internal and external quality assurance processes.

<table>
<thead>
<tr>
<th>Source of evidence</th>
<th>Date (across programme)</th>
<th>Weighting &amp; rationale*</th>
<th>Grade</th>
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*If all sources are equally weighted, the weighting column does not need to be completed or entered as 1 / n/a. If the weighting is a %, in the case of NEA/coursework, this needs to be factored in as appropriate as compared with the other sources of evidence cited. It is suggested and likely that the additional individual sources listed will have a lower weighting % than NEA/coursework, but be equally weighted pieces of work in comprising the 100% submission e.g. where there are 6 sources of evidence cited, 1 being NEA (20%), the remaining 5 pieces will each account for 16%)

It is recommended that from this point, teachers retain copies of any assessment evidence submitted by students. Where historical evidence of assessment is not accompanied by the original student material, evidence of recording the mark is sufficient.

Additional learning support - Access arrangements:

Where a student is in receipt of additional learning support, it is critical that the agreed and required support has been and is offered in every circumstance for every source of evidence used in the determination of the teacher assessed grade. This must be in addition and as the support dictates,

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for each identified learner within category i.e. access arrangements. This should be put in place for students as for the examination in a normal year.

Student access arrangements must be in place for all timed, written assessed work. Access arrangements include extra time, reader, scribe, computer, prompt, coloured paper, coloured overlays, enlarged paper, rest breaks, smaller room (classroom with others), own room and ‘other’ arrangements such as ear defenders/ear phones, for example. All access arrangements will have, and should have been, approved by the awarding bodies. However, a small number of assessments for access arrangements are ongoing. Please refer to the health tab for an overview of access arrangements and contact the Head of Additional support/SENCO if there are any queries. If you have referred a student for access arrangements, and have not received feedback on the progress of the referral please contact Head of Additional support/SENCO.

Throughout this process, it is critical, that Heads of department, with their teams, thoroughly moderate, both the sources of evidence used and student outcomes, with a consideration of prior performance incorporated.

For the Head of department, please return your completed form to your Curriculum leader by 4pm, Friday, March 19th.

For Curriculum leaders, to return the form to the Assistant Principal by 4pm, Friday, March 26th.

I confirm that the sources of evidence included on this form accurately inform a final teacher assessed grade for ……………………..(subject).

Signed ……………………………..(Head of department)

I confirm that I have reviewed and checked that the sources of evidence included on this form will accurately inform the final teacher assessed grades for ………………………(subject).

Signed……………………………..(Curriculum leader)

Signed…………………………………….Assistant Principal (Student Achievement)

Appendix 4

Agreed sources of evidence form (final)
Applied General
Teacher assessed grade process 2021
Agreed sources of evidence form

Following your meeting with the Curriculum leader, Assistant Principal (Student Achievement) and the Vice Principal (Curriculum & Quality), this form needs to be populated by the Head of department and signed off by both the Head of department and appropriate Curriculum leader.
Curriculum leaders will collate forms for all departments within their curriculum area and forward to the Assistant Principal (Student Achievement) for final sign off.

As appropriate, grades will then be entered to populate the document. It is important that it is grades that are entered and not scores. This is to maintain coherence and clarity.

With particular reference to Applied General courses, much of the evidence that will be used to inform teacher assessed grades will be based on completed, or partially completed coursework/internal assessments.

Where units are completed or partially completed, awarding bodies will work with us and the Standards Verifiers to give feedback on unit-level standards application, which will support centres when they go on to make their Qualification-level teacher assessed grade judgements. To reflect the change of purpose, only three learners from one unit will be selected for review.

Where the Applied General qualification incorporates examined units in addition to coursework elements, the sources of evidence used here to inform teacher assessed grades should follow the same process as those for GCSE, A and AS level qualifications.

Please be aware that some students have sat external examinations in January, with results due to be released on March 17th. Students may wish to use this as additional evidence.

Suggested types of evidence (volume and type will differ across subject areas), but should relate to specification content and should reflect, as far as possible the sorts of questions and tasks that students would normally undertake in preparation for the qualification.

- Student work in response to materials provided by the examination board i.e. past papers, groups of questions, sample papers
- Non-exam assessment (coursework)
- Student work produced in centre-devised tasks that reflect the specification and follow the same format as exam board materials and 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 or mock exams sat over the course of study.
- Records of a student’s capability or performance over the course of study in performance-based subjects i.e. PE; or other work i.e. oral recordings in languages
- Records of each students progress and performance over the course of study
- Exam boards will produce a range of support materials which can be used immediately after publication. The use of these support materials is not compulsory.

The record of student progress via our Advance MAPP process and Review system will feature alongside this evidence in building a full and coherent picture of student achievement.

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

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We need to 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 in the centre, at home, or with an external tutor.

Final teacher assessed grades must remain confidential as they subject to both internal and external quality assurance processes.

<table>
<thead>
<tr>
<th>Source of evidence</th>
<th>Date (across programme)</th>
<th>Weighting &amp; rationale*</th>
<th>Grade</th>
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*If all sources are equally weighted, the weighting column does not need to be completed or entered as 1 / n/a. If the weighting is a %, in the case of NEA/coursework, this needs to be factored in as appropriate as compared with the other sources of evidence cited. It is suggested and likely that the additional individual sources listed will have a lower weighting % than NEA/coursework, but be equally weighted pieces of work in comprising the 100% submission e.g. where there are 6 sources of evidence cited, 1 being NEA (20%), the remaining 5 pieces will each account for 16%)

It is recommended that from this point, teachers retain copies of any assessment evidence submitted by students. Where historical evidence of assessment is not accompanied by the original student material, evidence of recording the mark is sufficient.

Additional learning support - Access arrangements:

Where a student is in receipt of additional learning support, it is critical that the agreed and required support has been and is offered in every circumstance for every source of evidence used in the determination of the teacher assessed grade. This must be in addition and as the support dictates, for each identified learner within category i.e. access arrangements. This should be put in place for students as for the examination in a normal year.

Student access arrangements must be in place for all timed, written assessed work. Access arrangements include extra time, reader, scribe, computer, prompt, coloured paper, coloured overlays, enlarged paper, rest breaks, smaller room (classroom with others), own room and ‘other’ arrangements such as ear defenders/ear phones, for example. All access arrangements will have, and

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should have been, approved by the awarding bodies. However, a small number of assessments for access arrangements are ongoing. Please refer to the health tab for an overview of access arrangements and contact the Head of Additional support/SENCO if there are any queries. If you have referred a student for access arrangements, and have not received feedback on the progress of the referral please contact Head of Additional support/SENCO.

For the Head of department, please return your completed form to your Curriculum leader by 4pm, Friday, March 19th.

For Curriculum leaders, to return the form to the Assistant Principal by 4pm, Friday, March 26th.

I confirm that the sources of evidence included on this form accurately inform a final teacher assessed grade for ………………………(subject).

Signed ……………………..(Head of department)

I confirm that I have reviewed and checked that the sources of evidence included on this form will accurately inform the final teacher assessed grades for ………………………(subject).

Signed…………………..(Curriculum leader)

Signed…………………………………………..Assistant Principal (Student Achievement)

Appendix 5

Staff script (April 21st):

‘In this consultation, we will outline the sources of evidence for assessment to be used in determining your son/daughter’s final teacher assessed grade for summer 2021. The sources of evidence for assessment used have been through a rigorous quality assurance process. At the point in the course, your son/daughter, as indicated at Review 3 is progressing towards a X grade. This is not yet a final determination of grade, but given the current level of progress, the likely outcome. Your son/daughter still has X assessments to sit/complete, which may / is likely to affect their final grade. This grade could go up or down. Be assured, prior to the final submission of teacher assessed grades to the examination board, your son/daughter will be made fully aware of their progress, so that there are no surprises. The assessments planned are designed to give your son/daughter every opportunity to improve/reinforce their progress/final teacher assessed grade.’

‘Please note that any final teacher assessed grade will/may be subject to both internal and external quality assurance moderation processes.’
### Appendix 6: Grade submission form (written)

#### Quality assurance

Proposed Teacher form

<table>
<thead>
<tr>
<th>Student</th>
<th>Minimum expected grade (MEG)</th>
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<tr>
<th>Sources of evidence</th>
<th>Date (across programme)</th>
<th>Weighting Rationale</th>
<th>Grade</th>
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#### MAPPs

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#### Reviews

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<th>Grade</th>
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#### Additional support (if required)

<table>
<thead>
<tr>
<th>Final Teacher Assessed Grade</th>
</tr>
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</table>
Appendix 7

Connect Mark book

Appendix 8

Teacher assessed grades 2021

Appeals

- Students will be able to appeal their grade.
- A student who is unhappy with their grade will first ask their centre to check whether an administrative or procedural error had been made.
- Where a centre does identify an error in the grade submitted to the exam board, it can submit a revised grade and a rationale for the board to consider. If the exam board is satisfied with the rationale, it will issue a revised grade.
- Where a centre does not believe an error had been made, a student can ask the centre to appeal to the exam board on their behalf. The centre will submit the student’s appeal to the exam board and provide the evidence on which its judgement had been made; the exam board will consider whether, in its view, the grade reflected an appropriate exercise of academic judgement. If the exam board judges that it did not, the exam board will

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determine the grade that the evidence would support. The exam board will also check that the centre had followed its own process.

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

If the centre finds that it made a procedural error and that, as a result, it submitted the wrong grade to the exam board it will explain the nature of its mistake and ask the exam board to change the grade.

If a student believes their centre’s judgement was wrong they will ask their centre to submit an appeal on their behalf to the exam board. The centre will provide the exam board with the evidence used to determine the student’s grade, together with the centre’s justification for the grade, the student’s concerns and, if the exam board does not already hold it, details of the process used to determine the grade.

The exam board will consider whether the evidence of the student’s performance indicates that the grade represents a reasonable exercise of academic judgement. If it decides the grade is supported by the evidence it will not change the grade. If it does not, it will change the grade. The exam board might also consider the process used by the centre.

The evidence on which centres’ judgements will be based will vary between centres and sometimes between students within a centre, as will the conditions under which the evidence was produced. This contrasts to a normal year in which grades are based on a student’s performance in exams, taken under controlled conditions, set and marked by the exam boards. Exam boards will be able to identify cases in which there is a clear mismatch between the evidence and the grade. However, an exam board will only revise a student’s grade at appeal where the board finds the evidence on which the grade was determined cannot reasonably support that grade, rather than as a result of marginal differences of opinion.

A student’s grade could go up or down following an appeal.

To reduce the number of errors made and, in turn the volume of appeals, centres will be expected to tell their students the evidence on which their grades will be based, before the grades are submitted to exam boards. This will allow issues associated with, for example, absence, illness or reasonable adjustments to be identified and resolved before grades are submitted.

The date by which all appeals will have been considered will depend on the volume made, and the date by which the materials are submitted to the exam boards. As in a normal year, we expect the exam boards to prioritise appeals where the outcome will determine whether the student will be accepted onto a higher or further education course.
**Appendix 9**

**Internal quality assurance**

**Ofqual Teacher Assessed Grades process: Timeline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Quality assurance</th>
<th>System/process</th>
</tr>
</thead>
<tbody>
<tr>
<td>w/c March 1st</td>
<td>QA: Outline of process and QA of potential sources of evidence with every HoD</td>
<td>Individual Teams meetings HoD/CL/AP/VP Training/briefing with HoDs/CLs on sources of evidence/rationale</td>
</tr>
<tr>
<td>March 1st</td>
<td>QA: CMT: VP outlined approach to teacher assessed grades and timeline (draft)</td>
<td>Explore creation of Connect Mark book for pre-population Student reference/ MEG/ MAPP/ Review data</td>
</tr>
<tr>
<td>March 4th</td>
<td>QA: Achievement board to outline/discuss teacher assessed grade process</td>
<td>QA: CLs &amp; Pastoral Directors (PDs) &amp; BTEC Quality nominee to communicate with teams</td>
</tr>
<tr>
<td>March 5th</td>
<td>QA: meet with PD (U6) special considerations/pastoral/mental health; at risk students; process</td>
<td>Pastoral Director (PD) (U6) design communication &amp; logging process</td>
</tr>
<tr>
<td>March 9th</td>
<td>QA: meet with HoAS to discuss process, systems, staffing and support</td>
<td>Online booking system Or email address for Head of Additional Support (HoAS)/Examinations manager (HoExams)</td>
</tr>
<tr>
<td>March 10th</td>
<td>QA: Achievement board: Outline of preparation and inclusion for Access arrangements. HoAS and HoExams present</td>
<td></td>
</tr>
<tr>
<td>March 10th</td>
<td>QA: CMT – VP outlined Agreed sources of evidence form (final) Communicated to CLs, HoDs, Assistant HoDs, MIS, Exams, Software development and PDF (U6)</td>
<td></td>
</tr>
<tr>
<td>March 11th</td>
<td>QA: Extraordinary meeting Achievement board to outline/discuss Access arrangements</td>
<td></td>
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<tr>
<td>March 11th</td>
<td>QA: Briefing to all staff</td>
<td></td>
</tr>
<tr>
<td>March 18th</td>
<td>QA: Internal QA process checking document sent to CLs &amp; HoDs</td>
<td>CLs/HoDs to employ in QA against sources of evidence</td>
</tr>
<tr>
<td>w/e March 19th</td>
<td>QA: Agreed sources of evidence form to CL</td>
<td>‘Upload’ mechanism / repository/via Connect</td>
</tr>
</tbody>
</table>
Carmel College Centre Policy for determining Teacher Assessed Grades 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>w/e March 26th</td>
<td>Uploaded to Connect</td>
<td>HoD complete &amp; sign form &amp; email to CL CL to check &amp; agree CL to upload as signature of QA approval</td>
</tr>
<tr>
<td>w/e March 26th</td>
<td>QA: Agreed sources of evidence form to AP</td>
<td>Uploaded sources of evidence form to be checked &amp; signed off by AP, to authorise in repository</td>
</tr>
<tr>
<td>March 24th - 26th</td>
<td>Risk-based sampling</td>
<td>VP (C&amp;Q) to QA / authorise</td>
</tr>
<tr>
<td>March 26th</td>
<td>Staff training on TAGs for students and parents</td>
<td>Documents circulated to all staff</td>
</tr>
<tr>
<td>w/c March 29th</td>
<td>Assessment &amp; evidence</td>
<td>Communication with students</td>
</tr>
<tr>
<td>w/c March 29th</td>
<td>Assessment &amp; evidence</td>
<td>Remaining assessments commence</td>
</tr>
<tr>
<td>March 29th – May 21st</td>
<td>QA: CLs; HoDs to monitor and QC/QA sources of evidence collated for student assessment in determining final teacher assessed grade. Teachers to set, assess, mark, record and moderate student submissions AP; PD (U6); HoAS monitor &amp; QA process.</td>
<td>QC/QA HoD moderation of assessed work with sign off of moderated pieces Calendared meeting &amp; departmental moderation sign off record CL to oversee process Moderation sampling: Random sampling and risk sampling to include range of award Marking/assessment/moderation Populate Assessment moderation record VP/AP oversee</td>
</tr>
<tr>
<td>March 31st</td>
<td>Script briefing: Message to parents for April 21st</td>
<td>All staff</td>
</tr>
<tr>
<td>April 1st</td>
<td>Formal communication with students and parents regarding teacher assessed grade process for summer 2021</td>
<td>Appendix 11</td>
</tr>
<tr>
<td>April 19th</td>
<td>HoD training/meeting on Centre Policy</td>
<td>QA:</td>
</tr>
</tbody>
</table>

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36 | Page
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>QA: Consultation with student/parent Script</td>
<td>Script</td>
</tr>
<tr>
<td>April 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>NQTs/RQTs training</td>
<td>QA: On Centre Policy, TAGs, marking and process</td>
</tr>
<tr>
<td>April 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>All staff training on Connect Mark book</td>
<td>Connect Mark book (Assessment Record)</td>
</tr>
<tr>
<td>w/c April 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>All staff training on Centre Policy</td>
<td>Supporting video and staff sign off</td>
</tr>
<tr>
<td>April 19&lt;sup&gt;th&lt;/sup&gt; – May 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Single-person departments</td>
<td>QA: process/mark book (VP/AP/CL)</td>
</tr>
</tbody>
</table>
| May 17<sup>th</sup> – May 21<sup>st</sup> | QA: Input commences MAPP 9 (hidden from student). Progress comment seen. Curriculum leaders and Heads of department to sign off (virtual) teacher sources of evidence for assessment and final teacher assessed grade decisions. VP and AP to QC/QA this process. | QC/QA: HoDs/CLs to QC/QA Random sampling and risk sampling 10% or 10 students per department whichever greater  
QA:CL Marking/assessment/moderation HoD checklist |
| May 21<sup>st</sup> | QA: Assessment and input MAPP 9/teacher assessed grade closes. (Final teacher assessed grades submitted to internal system via Mapp 9) AP to monitor and QA completion of process. Anomalies challenged. | QA: Advance MAPP report status AP to monitor                       |
| May 24<sup>th</sup> | QA: Grade distributions and value-added Grade submission to Alps Connect Comprehensive ‘What if?’ analysis (AP/VP) Master analysis completed by VP (C&Q) and separately by AP (SA). Moderation parameters to be coherent with previous performance | QA: Alps Connect report / 3-year averages / Historical distribution (2017-19) AP (SA) risk-based sampling based on the Alps report VP to oversee |
| May 24<sup>th</sup> – May 28<sup>th</sup> | QA: CMT: Random & risk-based sampling                                                                 | QA: VP(Q&C)/AP (SA): risk-based sampling Alps report & historical performance  
Initial (QA signature) approval on Connect VP (Strategy & Resources): HoAS/PD(U6) |
Carmel College Centre Policy for determining Teacher Assessed Grades 2021

<table>
<thead>
<tr>
<th>Initial (signature) approval on Connect</th>
<th>AP(Curriculum): High Achievers (HA)</th>
<th>Initial (signature) approval on Connect</th>
<th>Principal (random sampling)</th>
<th>Initial (signature) approval on Connect</th>
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<tr>
<td>W/C June 7th – 11th</td>
<td>Connect</td>
<td>QA: Internal moderation completed</td>
<td>QA: HoDs &amp; CLs</td>
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<td>w/c June 7th – June 18th</td>
<td>MIS/Exams QA checking &amp; submission</td>
<td>QA: MIS/Exams QA checking &amp; submission</td>
<td>QA: HoMIS &amp; HoExams to check all entries</td>
<td></td>
</tr>
<tr>
<td>w/c June 7th – June 18th</td>
<td>QA: Head of Centre declarations</td>
<td>QA: declaration s to examination boards to be signed off</td>
<td></td>
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</tr>
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Appendix 10

Questions to ask during internal quality assurance moderation activities

**Internal quality assurance: Teacher assessed grades 2021**

To focus our attention and to ensure that we fully quality assure and scrutinise our processes, the following is useful in carefully checking that our sources of evidence in determining teacher assessed grades provide an accurate picture of student performance.

As per the Agreed sources of evidence form, suggested types of evidence (volume and type will differ across subject areas), but should relate to specification content and should reflect, as far as possible the sorts of questions and tasks that students would normally undertake in preparation for the qualification.

- Student work in response to materials provided by the examination board i.e. past papers, groups of questions, sample papers

- Non-exam assessment (coursework)

- Student work produced in centre-devised tasks that reflect the specification and follow the same format as exam board materials and 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 or mock exams sat over the course of study.

- Records of a student’s capability or performance over the course of study in performance-based subjects i.e. PE; or other work i.e. oral recordings in languages

- Records of each students progress and performance over the course of study

*Our Mission is to be a centre of educational excellence, opportunity, challenge and support within a caring Christian environment*
Exam boards will produce a range of support materials which can be used immediately after publication. The use of these support materials is not compulsory.

The record of student progress via our Advance MAPP process and Review system will feature alongside this evidence in building a full and coherent picture of student achievement.

**Have we got the process right?**

- **To what extent do the grades assessed by our centre correspond with typical national performance in that subject for students with that prior attainment profile?**

  This standard value-added analysis uses historical (pre-2020) benchmarks to establish how ‘normal’ the teacher assessed grades are. Historical distribution analysis (2017-19) and Alps Connect analysis.

- **To what extent do the grades assessed by our centre correspond with previous progress made by students at the college?** Students often make significant progress at Carmel College; this excellence has been sustained over many years.

- **To what extent is the progress implied by the teacher assessed grades consistent across teaching sets?** One of the extraordinary challenges that centres have been set is to implement standards across large teaching teams, who may have uneven experience of examining. This year’s grades will be based on professional judgement in conjunction with our moderation and standardisation processes, to ensure that we are confident that professional judgement is being implemented in a consistent way.

- **To what extent has performance been even across equality and diversity categories?** Targeted moderation activities are incorporated into the internal quality assurance processes to ensure we are completing things in a fair and consistent manner.

- **Have any subjects undershot with their grade estimates?** If grades look low, we will revisit the process by which grades have been derived, and the extent to which awarding body grade descriptors have been deployed successfully.

- **Have any subjects overshot to a significant degree?** The discussion to be had here is about whether the grade descriptors and marks schemes have been effectively deployed, and the extent to which an appropriate body of evidence has been designed, collected and assessed. If the ultimate judgement is that these processes have been deployed correctly, and the grades assessed appropriately then the grades should stand.
Appendix 11

Communication with students and parents

**Carmel: Teacher assessed grade process 2021(students)**

You will no doubt be aware from recent DfE announcements that your A, AS, Applied General, GCSE grades this year will be decided by teachers.

As you will be aware, a significant amount of evidence has been gathered in supporting and informing your final teacher assessed grades.

This includes a broad range of sources of evidence including historical and more recent classwork, homework, coursework and assessment.

Departments and senior leaders have determined a broad range of historical and more recent sources of evidence to use to inform final teacher assessed grades for you.

This presents differently for each department, but can include:

- Student work in response to materials provided by the examination board i.e. past papers, groups of questions, sample papers
- Non-exam assessment (coursework)
- Student work produced in centre-devised tasks that reflect the specification and follow the same format as exam board materials and 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 or mock exams sat over the course of study.
- Records of a student’s capability or performance over the course of study in performance-based subjects i.e. PE; or other work i.e. oral recordings in languages
- Records of each students progress and performance over the course of study
- Exam boards will produce a range of support materials which can be used immediately after publication. The use of these support materials is not compulsory.

These sources of evidence, in conjunction with Carmel’s Monitoring and Assessment Progress points (MAPPs) across the whole of your linear programme of study, in addition to three Reviews, will inform the determination of your final teacher assessed grades for 2021.

The parent/student consultation event on April 21st via SchoolCloud presents as an opportunity to discuss your current progress with your teachers with a parent/guardian present with respect to your likely final teacher assessed grade. Please be aware, however, that this will be a discussion about current progress, and not a final outcome, as you will still have opportunities to improve / reinforce or, indeed, diminish your final grade in upcoming work.

Our Mission is to be a centre of educational excellence, opportunity, challenge and support within a caring Christian environment
It is important to note that final teacher assessed grades must remain confidential as they subject to both internal and external quality assurance processes, and that, as examination boards continue to publish additional detail, marginal changes may occur.

Additional information regarding teacher assessed grades this summer will be posted on our website.

**Frequently asked questions**

**What if I am ill when a future assessment is taking place?**

You will need to provide a doctor’s note as proof that you were too ill to take an assessment. It might be possible to reschedule the assessment. Please remember that a broad range of evidence will inform any final grade and not one single piece of work.

**What if I am isolating when future assessments are taking place?**

It may be possible for you to sit the assessment later when you are back in college, or complete it at home.

**I have access arrangements (extra time, a reader/scribe, etc). Will these be provided in the assessments?**

Yes. Your teachers know about this and will make sure that you are provided with what you need for these assessments. If you have any concerns here, they should speak to your teacher/s.

**What processes are in place to ensure my grade is accurate?**

1. Teachers will assess you against national standards, which will be defined by the exam boards.

2. Departments will submit grades which will be quality assured by the College. This internal quality assurance process will have to be signed off by the exam board to ensure it is rigorous and in line with national standards.

3. Our college results will be quality assured externally by the exam boards, which may include random sampling of the evidence we have used to generate TAGs.

4. If the exam boards are confident in our submitted results, then they will award you your final grades.

5. If you do not think your results are accurate, you will have the right to appeal.

**Will my grade be decided by an algorithm?**

No, unlike last year, your grades will not be changed by a formula. The internal and external quality assurance measures will all be done by humans, not an algorithm.

**Can students and parents/guardians make the case for why a student should get a higher grade?**

Our Mission is to be a centre of educational excellence, opportunity, challenge and support within a caring Christian environment
Our teachers are using a broad range of evidence and their professional expertise to assess you on the content you have been taught. Teachers are unable to submit higher grades for you unless they have the evidence that you are consistently working at this level. If teachers submit higher grades without evidence, they are committing exam malpractice.

If students or parents/guardians are found to be putting teachers or leaders under undue pressure to increase grades, then this matter will be referred to the exam boards and an investigation into malpractice may ensue. This may result in your certificate being removed entirely if malpractice is deemed to have taken place.

Can I discuss my grades with teachers?

We are not allowed to disclose the final submitted grade we give to the exam board. You should not attempt to second-guess the grade submitted, as teachers will be using a range of evidence to inform their final judgement. You must not pressure teachers to reveal the grades they are submitting, or to increase the grades, as doing so may be considered exam malpractice.

What about subjects with coursework?

As outlined, if your subject includes NEA (non-examined assessment, otherwise known as coursework), this will contribute to your TAG. The percentage shown below is the amount that it will contribute (and is identical to the amount it would normally contribute to the A level grade).

<table>
<thead>
<tr>
<th>20%</th>
<th>30%</th>
<th>100%</th>
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<tbody>
<tr>
<td>● English language</td>
<td>● Film studies</td>
<td>● Art (graphics, photography, fine art, textiles, 3D)</td>
</tr>
<tr>
<td>● English literature</td>
<td>● Media</td>
<td>● EPQ (extended project qualification)</td>
</tr>
<tr>
<td>● English language &amp; literature</td>
<td>● P.E.</td>
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<tr>
<td>● Computer science</td>
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<tr>
<td>● Geography*</td>
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<tr>
<td>● History</td>
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*Please refer to department

For Applied General programmes, much of the evidence that will be used to inform teacher assessed grades will be based on completed, or partially completed coursework/internal assessments. Where the Applied General qualification incorporates examined units in addition to coursework elements, the sources of evidence used here to inform teacher assessed grades should follow the same process as those for GCSE, A and AS level qualifications.

Carmel: Teacher assessed grade process 2021 (parents)
Our Mission is to be a centre of educational excellence, opportunity, challenge and support within a caring Christian environment
You will no doubt be aware from recent DfE announcements that your son/daughter’s A, AS, Applied General, GCSE grades this year will be decided by teachers.

Please be assured that the teacher assessed grades process at Carmel for summer 2021 is as you would expect an extremely robust and fully quality assured process.

Departments and senior leaders have determined a broad range of historical and more recent sources of evidence to use to inform final teacher assessed grades for students.

This presents differently for each department, but can include:

- Student work in response to materials provided by the examination board i.e. past papers, groups of questions, sample papers
- Non-exam assessment (coursework)
- Student work produced in centre-devised tasks that reflect the specification and follow the same format as exam board materials and 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 or mock exams sat over the course of study.
- Records of a student’s capability or performance over the course of study in performance-based subjects i.e. PE; or other work i.e. oral recordings in languages
- Records of each students progress and performance over the course of study
- Exam boards will produce a range of support materials which can be used immediately after publication. The use of these support materials is not compulsory.

These sources of evidence, in conjunction with Carmel’s Monitoring and Assessment Progress points (MAPPs) across the whole of a student’s linear programme of study, in addition to three Reviews, will inform the determination of the final teacher assessed grade for 2021.

Your son/daughter has been informed of the sources of evidence to be used in informing their teacher assessed grade.

The parent/student consultation event on April 21st via SchoolCloud presents as an opportunity to discuss your son/daughter’s current progress with respect to their likely final teacher assessed grade. Please be aware, however, that this will be a discussion about current progress, and not a final outcome, as students will still have opportunities to improve / reinforce or, indeed, diminish their final grade in upcoming work.

It is therefore really important to encourage hard work in the remaining weeks at college.

It is important to note that final teacher assessed grades must remain confidential as they subject to both internal and external quality assurance processes, and that, as examination boards continue to publish additional detail, marginal changes may occur.

Our Mission is to be a centre of educational excellence, opportunity, challenge and support within a caring Christian environment
Additional information regarding teacher assessed grades this summer will be posted on our website.

Frequently asked questions

What if I am ill when a future assessment is taking place?

Students will need to provide a doctor’s note as proof that they were too ill to take an assessment. It might be possible to reschedule the assessment. Please remember that a broad range of evidence will inform any final grade and not one single piece of work.

What if my son/daughter needs to isolate when future assessments are taking place?

It may be possible for a student to sit the assessment later when they are back in college, or complete it at home.

My son/daughter has access arrangements (extra time, a reader/scribe, etc). Will these be provided in the assessments?

Yes. Teachers know about this and will make sure that your son/daughter is provided with what is needed for upcoming assessments. If your son/daughter has any concerns here, they should speak to their teacher.

What processes are in place to ensure my son’s/daughter’s grade is accurate?

1. Teachers have, and will, assess against examination board standards.
2. Departments will submit grades which will be internally quality assured by the college. This internal quality assurance process will have to be signed off by the exam board to ensure it is rigorous and in line with national standards.
3. Our TAGs will be quality assured externally by the exam boards, which may include random sampling of the evidence we have used to generate these.
4. If the exam boards are confident in our submitted results, they will award the final grades.
5. If you do not think that your son/daughter’s results are accurate, there is a right to appeal.

Will my son/daughter’s grade be decided by an algorithm?

No, unlike last year, grades will not be changed by a formula. The internal and external quality assurance measures will all be done by humans, not an algorithm.

Can students and parents/guardians make the case for why a student should get a higher grade?

Our teachers are using a broad range of evidence and their professional expertise to assess your son/daughter on the content that they have been taught. Teachers are unable to submit higher
Carmel College Centre Policy for determining Teacher Assessed Grades 2021

We are not allowed to disclose the final submitted grade we give to the exam board. Students should not attempt to second-guess the grade submitted, as teachers will be using a range of evidence to inform their final judgement. Teachers must not be pressured to reveal the grades they are submitting, or to increase the grades, as doing so may be considered exam malpractice.

What about subjects with coursework?

As outlined, if your son/daughter’s subject includes NEA (non-examined assessment, otherwise known as coursework), this will contribute to the TAG. The percentage shown below is the amount that it will contribute (and is identical to the amount it would normally contribute to the A level grade).

<table>
<thead>
<tr>
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<th>100%</th>
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<tr>
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<tr>
<td>• Geography*</td>
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<tr>
<td>• History</td>
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For Applied General programmes, much of the evidence that will be used to inform teacher assessed grades will be based on completed, or partially completed, coursework/internal assessments. Where the Applied General qualification incorporates examined units in addition to coursework elements, the sources of evidence used here to inform teacher assessed grades should follow the same process as those for GCSE, A and AS level qualifications.

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**Teacher Assessed Grades Authentication Sheet**

<table>
<thead>
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<tbody>
<tr>
<td>Subject:</td>
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<td>Centre Name:</td>
<td>Carmel College</td>
</tr>
<tr>
<td>Centre Number:</td>
<td>34524</td>
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</table>

**Student Declaration:**
I certify that all the work submitted as evidence to inform my Teacher Assessed Grade of Summer 2021 is my own. I have adhered to the requirements and guidelines established by my teachers in completing the work used as evidence for my Teacher Assessed Grade.

<table>
<thead>
<tr>
<th>Student signature:</th>
<th>Date:</th>
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