Teacher assessed grading protocol and process

Our aim is to ensure that we have a robust, fair protocol and process for the awarding of teacher assessed grades across GCSE and A Level qualification, where grades are based on secure evidence of student attainment, taking into consideration mock examinations, classwork and any completed NEA units.

The following outlines our processes.

1. Initial predictions made at Y11 D3 collection
2. Updated predictions requested from class teachers when closure announced.
3. Data checked using national benchmarking and SISRA collab data – Clear that predictions were inflated in all areas.
4. RM Attends SSAT webinar after DfE guidance on A Level and GCSE grading announced.
5. HODs meeting to outline schema for grading the protocol for meetings (see attached). Established common methodology for assigning grades and ranking using previous assessment data as the source of evidence. See attached.
6. HODs provided with historical data for their departments (% at each grade, progress information & ALPs data)
7. Entries for GCSE/A Level examinations checked
8. Data team produce departmental spreadsheet with prior attainment data, CPG data and columns for refined predictions and rankings.
9. HODs lead series of meetings with their teams and SLT links to assign new Centre Assessed Grades (CAGs) and rankings, following protocols outlined in guidance. HODs maintain record of process to be returned to RM.
10. Data team collate refined grades and rankings. This is inputted into SIMS and then pushed out to external data services (Alps, SISRA and FFT)
11. Analysis of new Centre Assessed Grades at varying levels:
    a. Whole school attainment & performance compared to national data sets and previous years.
    b. Department mental attainment & performance compared to national data sets and previous years.
    c. Individual students grade profiles
    d. RM met with RJ to scrutinized A Level grades to identify anomalies
12. Meeting with individual HODs and their SLT links to scrutinize data, consider anomalies identified in step 10, make amendments to grades where appropriate and found in data. Ensure that all grades are found in evidence and that all departments have documented their decision-making processes. HODs given opportunities to go away and recalibrate grading.
13. Updates to data made by the data team – republish to external data services for rechecking. QA check using Alps, SISRA, FFT – school, departmental and student level checks.
14. Any remaining queries raised and discussed with HODs
15. R Moss attends collaborative meeting with other data leads from Cumbria Association of Secondary Heads.
16. Final checks
17. Data ready for submission.
18. SUBMISSION PROGRESS BEGINS
19. Briefing meeting with Data & Exams teams
20. Develop spreadsheet for tracking process of CAG/Ranking Submissions
21. Data teams prepare CAG and ranking data sheets, including student candidate numbers.
22. Collation of digital signatures from HODs/Subject leads and at least 1 other teacher involved in CAG/rankings. Form designed to ensure that whole subject side of processes is signed off. See example of Form in appendix.
23. R. Moss signs off signatures when two are complete. This allows input process to begin.
24. CAG/ranking input process with three layers of checking:
    a. E. Lockley enters grades and conducts first check
    b. M. Noble completes second check
    c. R. Moss completes third check and signs off data input process
25. Corrections made to Data Input systems and school data sheets
26. R. Moss and S. Gilby hold Google Meeting for Head of Centre (HOC) sign off . Process QA and accuracy checked by SG. When happy, data inputs signed off and dated.
27. R. Moss signs off process as completed – two signatures, three levels of checking, HOC sign off.
28. Data submitted to Awarding Organisations.