

## Teacher Assessed Grades Policy Overview and Process

### 1) Overview & background:

In summer 2021 and in line with Ofqual guidance, awarding bodies will ask centres like ESCG to generate, for each subject in GCSE and A Levels, and in many vocational courses a Teacher Assessed Grade for students (TAG).

TAG grades will be based on a 'basket of evidence' (key assessments) completed over the duration of the course which demonstrates the student's performance over time on the subject content they have learnt.

In arriving at these grades, we (as a centre) will seek to make it no easier or harder for a student to achieve a particular grade this year compared to previous years (while bearing in mind that students in 2021 might not have been taught all of the content and therefore might not demonstrate such a broad range of knowledge, skills and understanding).

We will also ensure that any final grade submitted to awarding bodies is objective, reflects a fair, reasonable and carefully considered judgement of the student's individual performance across a range of evidence, and is based on the curriculum content delivered. To ensure this takes place consistently we have set out this policy, including an overarching process and key deadlines, to allow transparency in our approach and so that teachers, students and parents have the clarity they need.

*NB. A key deadlines document has been produced for internal staff, and will be circulated with this guidance.*

### 2) Statement of intent and roles & responsibilities:

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 make 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 staff in meeting its obligations in relation to equality legislation.
- To ensure as a centre, we meet the 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.

Roles & responsibilities to meet the statement of intent are listed below:

#### Heads of Centre will

(NB: This role will be completed by the Assistant Principal at each of the 3 campuses)

- Have overall responsibility for their ESCG campus / examinations centre and will ensure that clear roles and responsibilities of all staff are defined.

- Will confirm that teacher assessed grade decisions represent the objective academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.
- Will take appropriate action to manage any malpractice or conflicts of interest arising with centre staff in accordance with the JCQ documents

### **Quality Leads and Heads of Curriculum will**

- Provide training and support to staff either via workshops or through additional support for new staff (additional mentoring/moderation).
- Support the Head of Centre in the quality assurance of the final teacher assessed grades.
- Ensure an effective approach within and across curriculum areas to authenticate 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.
- Complete moderation and authentication templates as required to track and monitor completion of the TAG process.

### **Teachers/ Specialist Teachers / SENCo will**

- Ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- Ensure that the teacher assessed grade they assign to each student is objective, fair, valid and reliable reflection of the assessed evidence available for each student. Further guides to making objectives judgements and determining grades can be accessed here ([Information for centres about making objective judgements \(publishing.service.gov.uk\)](#) and in addition for GCSE's & A Levels [JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf](#))
- 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.
- Attend as relevant campus-based training to help achieve consistency, objectivity and fairness to all students.
- Engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- Produce a 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, and hold these for at least 6 months following certification.
- Ensure learners are aware of how to access their 'basket of evidence' via Markbook, and are aware of what to do if they have any concerns regarding either their 'basket of evidence' or following certification concerns regarding their final TAG (please see section 8 of this document).
- Declare any conflict of interest such as relationships with students to our Head of Centre for further consideration

## Examinations Officers will

- Review our general centre policies regarding malpractice, maladministration and conflicts of interest to ensure they address the specific challenges of delivery in Summer 2021.
- Be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- Ensuring sufficient communication and clarification with Heads of Curriculum that all banked units for vocational subjects have been entered by staff.
- Review all initial appeals to check accuracy of the TAG entered and pass any subsequent appeal to the Quality Lead for each campus

### 3) Process for Teacher Assessed Grades & Evidence:

Given the range of qualifications that TAGs may cover we have identified 3 key groups and process outlines according, namely for:

- A Level & GCSE
- Vocational Qualifications with a similar progression route to A Level/GCSE
- Qualifications that will continue with normal assessment (either adapted or delayed) but may have exams that cannot take place where TAGs can be implemented instead.

Tables related to these 3 key groups including any variations to the process outlined below can be found on pages 11-14 of this policy.

### General principles applying to all TAGs

- Delivery across the provision should continue to be delivered and assessed in order to build an evidence base. It is important that all students continue to complete work and assignments by deadlines set by their teacher. It is also key for staff to continue with internal quality assurance to moderate grades and complete standard IQA processes.
- Unlike Calculated Grades last year, Teacher Assessed Grades will be based on **evidence of performance** across the qualification and the level students are performing at (rather than what teachers estimated they could have achieved)
- Assessment grades either from Mock Exams, or completed internal assignments will continue to be available for students to see on Markbook, and will form part of the student's 'basket of evidence'.
- When making a decision on the grade, teachers will take account of the standard of any coursework undertaken by students in their overall judgement, including partially completed non-exam assessments where disrupted learning stopped them from completing it. Where this is the case, students should not be penalised.
- Final TAG grades at Qualification Level will not be shared until results day to allow for internal moderation to be completed and to allow for awarding bodies/exam boards to complete their relevant external quality assurance. Students will however be able to know the grades contributing to the teachers final TAG where relevant in their 'basket of evidence'.
- Teachers will follow guidance and undertake support as necessary offered by the exam boards and the quality team to ensure guidelines are followed, grades are fair and consistent and to minimise the risk of bias and malpractice. Guidance will be publicly available on the awarding body/exam board websites, and have been used to inform staff training.
- As far as possible, teachers will use the same types of evidence to form a judgment. When assessing different students in their cohort for a subject, formal reasonable adjustments will be made for students with learning difficulties / disabilities and/or where special considerations may apply. If evidence is produced from assessments taken earlier in the course where formal reasonable adjustments were not in place, centres will be asked to take that into account in their judgement.
- All TAGs will be subject to internal quality assurance and moderation as well as final sign off by the Head of Centre

## Process that applies to all TAGs:

The TAG results are required by awarding bodies/ exam boards by the 18th of June, but before this are required to go through internal quality assurance procedures (as detailed later in this overview), and require an upload onto the awarding body / exam board online systems for entry.

1. Teachers will consider and define the curriculum taught
2. Teachers will collect, review and evaluate the evidence available for each individual student
3. Teachers will assign a Professional Judgement Grade for individual students in their group(s), taking into account special considerations where they apply. NB: Stages 1-3 will take place from now until the 21st May
4. Where there is more than one teaching group a team discussion (teachers / Head of Curriculum) will combine groups and students, and agree the grades to be put forward to the designated Head of Centre / Assistant Principal. This stage will also include agreement of special considerations where they apply. This part of the process will start as soon as the TAG grades have been assigned, and will be completed by the 28th May.
5. Moderation of grades; this step is undertaken by members of the College Leadership Team, in conjunction with the Heads of Curriculum who check each grade submitted and the evidence that constitutes the TAG. This stage takes place between the 28th May and the 7th June.

## Types of assessment evidence for use in TAGs:

Teachers can use evidence to determine grades from across the duration of the student's course. The DfE has recommended that the following range of evidence is used, where available:

- Student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers or similar materials such as practice or sample papers.
- Non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed.
- Student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes - this can include:
  - Mock exams taken over the course of study.
  - The outcome of already completed summative assessments.
  - Evidence from centre-devised and/or sample assessment activity.
  - Evidence from assessments set by exam boards including e.g. controlled assessments where these have taken place.
  - Evidence from internal assessment activity, including synoptic assessments.
  - Evidence from specialist Teachers and other educational professionals such as special education needs coordinators (SENCOs) who have worked with the Learner where appropriate.
  - Substantial class or homework (including those that took place during remote learning).
  - Internal tests taken by students.
  - Evidence from teacher-conducted formative assessment activity.
- Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE
- Records of each student's progress and performance over the course of study
- Performance on placement

Please note additional assessments may be completed between March and the end of May where appropriate 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.

- Give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- To support consistency of judgement between teachers or classes by giving everyone the same task to complete.

The following will **not** be taken into account as evidence to inform TAGs:

- Learner performance on other, unrelated qualifications
- Planned delivery set out in e.g. schemes of work
- Guided learning hours completed
- Content delivered without evidence of assessment (whether formative or summative)
- Attendance.

As a centre, we will bear in mind the following factors in deciding how to balance different sources of evidence:

- When the evidence was produced
  - More recent evidence is likely to be more representative of student performance, although there may be exceptions.
- What students were asked to do
  - As a centre we will aim to use consistent sources of evidence for a class or cohort that relate closely to the specification requirements.
  - As a centre we will take into account for tiered GCSEs the specific content for higher tier students, and in all qualifications, provide accessible questions and tasks for lower attaining students and appropriately demanding questions and tasks for higher attaining students to support higher grades.
- How the evidence was produced
  - 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.
  - As a centre 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.
  - 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.
  - Teachers should follow awarding body/exam board procedures for authentication therefore as required.
  - If there are instances where it appears that evidence is not authentic, college protocols should be used in line with the Assessment & Moderation Policy, and Student Management Policy.

#### **4) Retention of Evidence, Confidentiality, Conflict of Interest and Malpractice**

This section outlines our approach to recording decisions, retaining evidence and data as well as confidentiality, malpractice and conflict of interest. Evidence used for TAGs will be retained for 6 months after certification to ensure appeals received can be reviewed accurately. As previously detailed whilst a student's 'basket of evidence' will be shared the actual TAG will remain confidential. Key principles in relation to the retention and confidentiality of data are detailed below and outline the College's responsibility to:

- 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.
- 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.

- 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.
- Comply with our obligations regarding data protection legislation.
- Ensure that the grades accurately reflect the evidence submitted.
- 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). NB: 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.
- Ensure all staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- Ensure 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.
- Ensure relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

In relation to malpractice & conflicts of interest the College will:

- Ensure centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.
- Ensure all staff involved have been made aware of these policies, and have received training in them as necessary.
- Ensure 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;
  - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
  - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
  - failure to keep appropriate records of decisions made and teacher assessed grades.
- Ensure all staff involved have been made aware of the consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.
- Ensure all staff involved in the determination of grades declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- 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](#).
- Consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

## 5) Private Candidates

Teacher assessed grades for private candidates will be assessed in a similar way to other students, using a range of evidence. This may include taking the exam board provided assessment materials in a suitable form or using other sources of evidence. As a result private candidates will have the same opportunity as other students to be assessed on what they have learnt. Due care and attention will be paid by the College to the particular circumstances of

private candidates in our approach to determining grades. Where required private candidates will be contacted by the exams team, to substantiate evidence required.

We will use the full range of available flexibility in how grades are determined for private candidates to, for example:

- draw on evidence from other educational institutions in line with the point above
- conduct assessments remotely if necessary
- set new centre-devised assessments that reflect what the student has been taught and the specification
- rely more heavily on the board-provided assessment materials
- exceptionally, conduct recorded oral assessments with the students where insufficient other evidence is available or could be produced

Where it is necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** will be followed and any divergences from our approach for internal candidates will be recorded on the appropriate class/student documentation.

## 6) Quality assurance

### Internal Quality Assurance

This section details how the college will undertake quality assurance of TAGs. In essence the following principles will apply:

- We will follow awarding body / exam boards published requirements for schools' and colleges' quality assurance processes.
- We will ensure training workshops and key documents are available for staff to assist them in the grading process.
- Awarding bodies / exam boards will assess our quality assurance processes before we submit grades.
- As part of the TAG sign off process moderation of grades will take place at team, Head of Curriculum and Head of Centre level.
- The Head of Centre will submit a declaration to the exam board confirming they have met the requirements for quality assurance.
- Internal quality assurance checks will be completed before the deadline to submit grades to the exam boards on 18 June. For teachers please see the internal deadlines document.
- Internal moderation of TAGs will include reference and review in conjunction with performance data from previous years cohorts to ensure each course is consistent with performance over previous years. In relation to this point:
  - We will compile information on the grades awarded to our students in the past June series in which exams took place (e.g. 2017 - 2019).
  - We will consider the size of our cohort from year to year.
  - We will consider the stability of our centre's overall grade outcomes from year to year.
  - We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
  - We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence.
  - We will exclude Private Candidate results from our analysis
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.

## How exam boards will undertake quality assurance

- As well as awarding body checks of our quality assurance processes and policy, awarding bodies / exam boards will complete checks of the evidence for a sample of student grades in a sample of subjects, over the summer term.
- The awarding bodies / exam boards will determine which colleges they visit, and which students' evidence they review. This will be different in format depending on the awarding body / exam board and their requirements.
- Notice to staff of external quality assurance activities will be sent via the Head of Curriculum and/or Quality Lead for each site.
- The awarding bodies / exam boards will decide whether the grades determined by the centre following quality assurance are a reasonable exercise of academic judgement of the students' demonstrated performance. If they don't find this to be the case the exam boards will ask the school or college to investigate.
- Awarding bodies / exam boards will not re-mark the student's evidence or give an alternative grade. Grades would only be changed by the board if they are not satisfied with the outcome of an investigation or malpractice is found.
- The external moderation/verification completed by will take into account centre type and other characteristics of the centre and cohort. The extent of external checks will be informed by initial external process checks, and a check could also be triggered:
  - if concerns have been raised or as a result of whistleblowing
  - if a school or college's results are out of line with expectations based on past performance
  - where there have been significant changes in early entries
  - where schools have previously received sanctions for malpractice or an investigation is ongoing
- As a college we will respond fully and effectively to any additional awarding body requirements to avoid any sanctions.

## 7) Results Day

Results will be issued at each College Campus on the days below

10<sup>th</sup> August 2021: A Levels, T. Levels, L3 Vocational qualifications

12<sup>th</sup> August 2021: GCSE's, L2 Vocational qualifications

As a College we will ensure:

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- 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
- 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.

## 8) Internal Appeals and Appeals following Certification & Special Consideration

As a college we appreciate that students may have queries regarding the process, the evidence used to determine their grade. A summary of this policy has been created to share with parents and carers as a result, and the full policy will be available on the website. The guidance below has been created to ensure transparency and to support staff if their students have any concerns.

### **Advice for Students:**

Concerns regarding grades within their basket of evidence:

- Students will have access to their 'basket of evidence' used to inform TAGs via markbook.
- Any concerns with internal assessments prior to TAGs that are included within their basket should be raised in the usual way using the College's internal appeals process.  
(<https://www.escg.ac.uk/docs/policies/appeals-policy-and-procedure/>).

Concerns regarding TAG grades following results day:

- Students concerned about their TAG grade, where it is substantially different, or out of line with their basket of evidence should ask the Exams Office to:
  - Check whether an error was made when submitting your Teacher Assessed grade to the awarding body
  - Raise an appeal if you feel you have evidence of bias or that you were discriminated against

### **Appeals**

Every student has the right to appeal their grade if they so wish. Before a grade will have been submitted, each teacher will make students aware of the evidence they are using to formulate the TAG (via Markbook). Concerns at this stage, and in advance of TAGs being awarded, should be raised in line with the colleges Internal Appeals procedure as noted above. Timelines are indicated in the Internal Appeals procedure however teachers should be made aware of any mitigating circumstances students believe should be taken into account.

If a student wishes to appeal following receipt of their TAG, we will undertake an initial process review to check all processes were followed correctly and no errors were made. If an error is found, where appropriate we will submit a revised grade to the exam board.

If the student still wants to appeal, you can ask the Exams Office/Quality Lead to submit a formal appeal to the exam board on your behalf. The exam board will check the centre followed its own processes and exam board requirements as well as reviewing the evidence used to form their judgement and providing a view as to whether the grade awarded was a reasonable exercise of academic judgement. If the exam board finds the grade is not reasonable, they will determine the alternative grade and inform the centre.

In cases of disagreement between the centre and the exam board, or if the student disagrees with the centre or the exam board, the case can be referred to Ofqual's Exams Procedure Review Service (EPRS). The exam board's decision on the grade following appeal will stand unless the EPRS finds that the exam board has made a procedural error. Appeals are not likely to lead to adjustments in grades where the original grade is a reasonable exercise of academic judgement supported by the evidence. Grades can go up or down as the result of an appeal.

Awarding bodies / exam boards will release their appeals procedure by the end of April.

### **Arrangements for appeals**

The arrangements for awarding qualifications in summer 2021 state that candidates can appeal their grades through their centre if they feel the process this summer was not followed correctly. **The College aims to release this detailed process on the website by the beginning of May.** The appeals process will utilise the evidence the college used to make its TAG decision for a learner. All evidence on which a learner's TAG has been based will be retained safely by the college. The centre will retain any information relating to a learner's access arrangements, or personal

circumstances affecting their performance, which has been taken into account during the process of determining their grade. Records of learner's evidence will be kept accessible in order that it can be easily drawn upon if they decide to appeal their grade.

The appeals process released in May will be shared with all staff as well as being made available on the website for students and will include:

- Reference to the requirements of appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Detail internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- Ensure 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.
- Arrangements in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements 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.

### **Special Considerations:**

- Awarding body / exam board guidance on the application of Special Consideration will be followed as released.
- In principle where students who have missed teaching and learning as a consequence of public health guidance, adaptations to qualifications and assessments should be considered, rather than the application of Special Consideration.
- Where further disruption occurs on an individual student basis, localised basis and where assessments cannot take place, awarding body / exam board guidance will be followed /considered as to whether further adaptations in their qualifications or assessments can be considered or whether Special Consideration applies.
- Special Consideration is available to learners who have not completed all the assessments, however individual awarding body / exam board guidance about the amount of assessment evidence a student must have completed before a qualification can be awarded will be followed.
- Special Consideration may apply to both internal assessments and exams.
- Special Consideration will not apply to learners who are not able to sit assessments because they have not been taught the content for the assessments. In this situation, learners may be able to be awarded a result on the basis of the approach to awarding put in place for those qualifications in Category B which are most similar to GCSEs, AS and A levels.
- 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 accessed and read as necessary the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

### **PTO for specific processes aligning to the 3 categories of TAG**

- A Levels & GCSE
- Vocational Qualifications with a similar progression route to A Level/GCSE

- Qualifications that will continue with normal assessment (either adapted or delayed) but may have exams that cannot take place where TAGs can be implemented instead.

**Specific process for the 3 categories:**

Teacher assessed grades for A Levels & GCSE's	
The 'method' to be used in determining TAGs for qualifications.	<ul style="list-style-type: none"> <li>• <i>As above</i></li> </ul>
Key personnel involved in the process and their roles.	<ul style="list-style-type: none"> <li>• <i>Subject Teachers will define the TAG for their subject based on the review, evaluation and collation of evidence available</i></li> <li>• <i>Study Programme Teachers will advise at stage 3 of the TAG process of any mitigating circumstances or special considerations.</i></li> <li>• <i>Heads of Curriculum will liaise with staff at stage 3&amp;4 to confirm and agree TAGs and attend a final sign off meeting with the Head of Centre</i></li> <li>• <i>The Head of Centre will have overall responsibility for signing off TAGs for the exams team to upload to the awarding body / exam boards by the given deadlines (internal &amp; external)</i></li> <li>• <i>Exams officers will upload the TAG grades and liaise with Heads of Curriculum / Teaching staff if any issues in uploading results are found</i></li> </ul>
Types of evidence available for use to determine TAG, alongside the trust applied to each type.	<p><i>Main evidence</i></p> <ul style="list-style-type: none"> <li>• <i>Student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers or similar materials such as practice or sample papers.</i></li> <li>• <i>Non-exam assessment (NEA) work (often referred to as coursework), even if this has not been fully completed.</i></li> <li>• <i>Key Assessment Point / Mocks undertaken over the course of study.</i></li> </ul> <p><i>Additional / other sources of evidence where required</i></p> <ul style="list-style-type: none"> <li>• <i>Substantial class or homework (including those that took place during remote learning).</i></li> <li>• <i>Internal tests taken by pupils.</i></li> <li>• <i>The outcome of already completed internal assessments/ formative assessment activity.</i></li> <li>• <i>Evidence from centre-devised and/or sample assessment activity.</i></li> <li>• <i>Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE</i></li> <li>• <i>Performance on placement</i></li> <li>• <i>Evidence from specialist Teachers and other educational professionals such as special education needs coordinators (SENCOs) who have worked with the Learner where appropriate.</i></li> </ul>
How evidence will be used to determine an overall TAG for each learner, and how the TAG maximises the use of most trusted evidence	<ul style="list-style-type: none"> <li>• <i>Performance in the above main sources of evidence will be weighted and averaged.</i></li> <li>• <i>Additional evidence from other sources will be considered where appropriate and / or where special considerations need to be applied.</i></li> </ul>
Rationale for how TAGs will be valid and fulfil qualification/unit requirements.	<ul style="list-style-type: none"> <li>• <i>Main sources of evidence used will be marked in line with awarding body / exam board mark schemes.</i></li> <li>• <i>Standardisation and moderation will be applied.</i></li> </ul>

How minimum threshold of evidence will be met and ensured.	<ul style="list-style-type: none"> <li>● TAGs for candidates should be based on at least 2 forms of main evidence, or 1 form of main evidence and at least 3 sources of additional / other evidence</li> </ul>
Justification and rationale where TAGs cannot be determined.	<ul style="list-style-type: none"> <li>● Where students have not produced enough evidence to produce a TAG as detailed in the minimum threshold above contact will be made with the student with alternative offers and next steps. This may include opportunities to re-sit exams in the following year.</li> </ul>
Details of the standardisation process and how it will be used to check validity and accuracy of TAGs before submission	<ul style="list-style-type: none"> <li>● Assessments undertaken received from Awarding bodies / Exam Boards will be marked against grading criteria/mark schemes</li> <li>● A Levels &amp; GCSE Maths with have cross campus standardisation</li> <li>● Internal moderation will also continue</li> </ul>

<b>Teacher assessed grades for Vocational &amp; Technical with a similar progression route to A Levels/GCSE's</b>	
The 'method' to be used in determining TAGs for qualifications.	<ul style="list-style-type: none"> <li>● As above</li> </ul>
Key personnel involved in the process and their roles.	<ul style="list-style-type: none"> <li>● Subject Teachers will define the TAG for their subject based on the review, evaluation and collation of evidence available</li> <li>● Study Programme Teachers will advise at stage 3 of the TAG process of any mitigating circumstances or special considerations.</li> <li>● Heads of Curriculum will liaise with staff at stage 3&amp;4 to confirm and agree TAGs and attend a final sign off meeting with the Head of Centre</li> <li>● The Head of Centre will have overall responsibility for signing off TAGs for the exams team to upload to the awarding body / exam boards by the given deadlines (internal &amp; external)</li> <li>● Exams officers will upload the TAG grades and liaise with Heads of Curriculum / Teaching staff if any issues in uploading results are found</li> </ul>
Types of evidence available for use to determine TAG, alongside the trust applied to each type.	<p><i>Main evidence</i></p> <ul style="list-style-type: none"> <li>● Student work produced in response to assessment materials provided by the awarding body / exam board, i.e. internal assessment marked with feedback given, graded &amp; IV'd</li> <li>● Evidence from assessments set by exam boards including e.g. controlled assessments where these have taken place.</li> <li>● Evidence from internal assessment activity, including synoptic assessments.</li> <li>● Records of a student's capability and performance over the course of study in performance/practical-based subjects such as music, PE, catering, construction (observations / assessor feedback)</li> <li>● Unit criteria that can be successful mapped between one unit and another to show learner capability</li> </ul> <p><i>Additional / other sources of evidence where required</i></p> <ul style="list-style-type: none"> <li>● Substantial class or homework (including those that took place during remote learning).</li> <li>● Internal tests taken by pupils.</li> <li>● The outcome of formative assessment activity..</li> <li>● Performance on placement</li> </ul>

	<ul style="list-style-type: none"> <li>● Evidence from specialist Teachers and other educational professionals such as special education needs coordinators (SENCOs) who have worked with the Learner where appropriate.</li> </ul>
How evidence will be used to determine an overall TAG for each learner, and how the TAG maximises the use of most trusted evidence	<ul style="list-style-type: none"> <li>● Internally completed summative assessment (marked &amp; IV'd) remains the most trusted and heavily weighted evidence to inform TAGs.</li> <li>● Additional evidence from other sources will be considered where appropriate and / or where special considerations need to be applied.</li> </ul>
Rationale for how TAGs will be valid and fulfil qualification/unit requirements.	<ul style="list-style-type: none"> <li>● Main sources of evidence used will be marked in line with awarding body / exam board mark schemes.</li> <li>● A significant majority if not all of the assessment criteria and learning outcomes are covered or cross referenced</li> <li>● Standardisation and moderation will be applied.</li> </ul>
How minimum threshold of evidence will be met and ensured.	<ul style="list-style-type: none"> <li>● Minimum thresholds for evidence will be adhered to from awarding bodies / exams boards as and when they are released.</li> <li>● If not dictated by awarding bodies / exam boards TAGs for candidates should be based on at least 2 forms of main evidence, or 1 form of main evidence and at least 3 sources of additional / other evidence</li> </ul>
Justification and rationale where TAGs cannot be determined.	<ul style="list-style-type: none"> <li>● Where students have not produced enough evidence to produce a TAG as detailed in the minimum threshold above contact will be made with the student to inform them of this and discuss next steps.</li> </ul>
Details of the standardisation process and how it will be used to check validity and accuracy of TAGs before submission	<ul style="list-style-type: none"> <li>● Assessments undertaken will be marked against grading criteria/mark schemes from the awarding body.</li> <li>● Internal moderation will also continue.</li> <li>● External moderation will continue.</li> </ul>

**Teacher assessed grades for Vocational & Technical qualifications that will continue with normal assessment (either adapted or delayed), but may have exams that can not take place where TAGs can be implemented instead.**

The 'method' to be used in determining TAGs for qualifications.	<ul style="list-style-type: none"> <li>● The parts of the qualifications where adaptations are permitted by the awarding body to have Teacher Assessed Grades will be confirmed and agreed by the end of April.</li> <li>● The same principles for determining TAGs as detailed in the policy above will apply.</li> </ul>
Key personnel involved in the process and their roles.	<ul style="list-style-type: none"> <li>● Subject Teachers along with the Head of Curriculum &amp; Quality Lead will define the assessments permitted for TAGs where assessments/exams are not able to go ahead by the end of April / Mid May.</li> <li>● Subject teachers will define the TAG for the relevant assessment criteria/ units/assessments based on the evidence available.</li> <li>● Study Programme Teachers will advise at stage 3 of the TAG process of any mitigating circumstances or special considerations.</li> <li>● Heads of Curriculum will liaise with staff at stage 3&amp;4 to confirm and agree TAGs and attend a final sign off meeting with the Head of Centre</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>The Head of Centre will have overall responsibility for signing off TAGs for the exams team to upload to the awarding body / exam boards by the given deadlines (internal &amp; external)</i></li> <li>● <i>Exams officers will upload the TAG grades and liaise with Heads of Curriculum / Teaching staff if any issues in uploading results are found</i></li> </ul>
Types of evidence available for use to determine TAG, alongside the trust applied to each type.	<p><i>Main evidence</i></p> <ul style="list-style-type: none"> <li>● <i>Student work produced within internal assessments (formative or summative) that meet the awarding body / exam board criteria</i></li> <li>● <i>Records of a student's capability and performance over the course of study in performance/practical-based subjects such as music, PE, catering, construction (observations / assessor feedback)</i></li> <li>● <i>Unit criteria that can be successful mapped between one unit and another to show learner capability</i></li> </ul> <p><i>Additional / other sources of evidence where required</i></p> <ul style="list-style-type: none"> <li>● <i>Substantial class or homework (including those that took place during remote learning).</i></li> <li>● <i>Internal tests taken by pupils.</i></li> <li>● <i>The outcome of formative assessment activity.</i></li> <li>● <i>Recorded performance on placement</i></li> <li>● <i>Evidence from specialist Teachers and other educational professionals such as special education needs coordinators (SENCOs) who have worked with the Learner where appropriate.</i></li> </ul>
How evidence will be used to determine an individual TAG for replacements assessment/exams permitted by the awarding body/exam board, and how the TAG maximises the use of most trusted evidence	<ul style="list-style-type: none"> <li>● <i>TAGs provided in replacement of exams will be based on main evidence as listed above.</i></li> <li>● <i>Additional evidence from other sources will be considered where appropriate and / or where special considerations need to be applied.</i></li> <li>● <i>Adaptions/TAGs to replace missed assessment / exams are approved/agreed by the awarding body / exam board.</i></li> </ul>
Rationale for how TAGs will be valid and fulfil qualification/unit requirements.	<ul style="list-style-type: none"> <li>● <i>Main sources of evidence used will evidence that assessment criteria and learning outcomes are covered or cross referenced, and assessed internally by teachers.</i></li> <li>● <i>Where relevant standardisation and moderation will be applied.</i></li> </ul>
How minimum threshold of evidence will be met and ensured.	<ul style="list-style-type: none"> <li>● <i>TAGs for candidates follow individual awarding body adaptions / mitigations, and are agreed / approved as necessary with awarding bodies/exam boards</i></li> </ul>
Justification and rationale where TAGs cannot be determined.	<ul style="list-style-type: none"> <li>● <i>Where students have not produced enough evidence to produce a TAG as detailed in the minimum threshold above contact will be made with the student with alternative offers / next steps including as relevant the opportunity to re-sit exams in the following year.</i></li> </ul>
Details of the standardisation process and how it will be used to check validity and accuracy of TAGs before submission	<ul style="list-style-type: none"> <li>● <i>Internal moderation will continue.</i></li> <li>● <i>External moderation will continue.</i></li> </ul>