

Teacher Assessed Grades Policy

For A/AS Levels, GCSEs and VTQs Awarded in Summer 2021

DOCUMENT CONTROL:

Document No:	2.23	Document Type:	Policy
Formal Review Cycle:	N/A		
Latest Formal Review (month/year):	N/A	Next Formal Review Due (month/year):	N/A
Policy Owner:	Head of Quality		
Policy Sponsor:	Vice Principal Curriculum & Quality		

APPROVAL REQUIRED:

SMT Y/N	Y	SMT Date approved:	04/2021		
Governor Y/N	N	Committee:	N/A	Governor Date approved:	N/A

PUBLICATION:

Website Y/N	Y	Intranet Y/N	Y	Student VLE Y/N	Y	Date published:	Dd/mm/yyyy
Area/s of Staff Intranet:	Strategies, Policies & Procedures						

TEACHER ASSESSED GRADES POLICY

1. Introduction

Since March 2020, students' education has been disrupted by the closure of schools and colleges to all but vulnerable children and children of key workers, and there is ongoing potential for self-isolation and further closures. On 4 January 2021, the Prime Minister announced, in the context of new national restrictions, that exams in summer 2021 could not go ahead as planned. Ofqual commenced a national consultation between 15 and 29 January to which it received over 100,000 responses.

On 6 January 2021, the government confirmed that in summer 2021, students taking GCSE, AS and A levels regulated by Ofqual, should be awarded grades based on an assessment by their teachers. On the 23 February 2021, Ofqual further confirmed alternative arrangements for the award of vocational and technical qualifications (VTQs).

The Teacher Assessed Grades Policy has been introduced by Craven College in response to these decisions and to provide clear information for students, staff and parents on the process. This policy will outline:

- Which qualification groups are in scope for Teacher Assesses Grades (TAGs)
- How TAGs will be determined by Craven College
- How the College will ensure accuracy, fairness and parity for all students
- How students can appeal if they feel this policy has not been robustly applied

2. Scope of guidance

2.1 This policy takes into account the following guidance:

[JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021](#)
[Alternative arrangements for the award of VTQs and other general qualifications in 2021](#)

2.2 This policy will be applied consistently to all students whose qualification is awarded under the TAG process; this includes private candidates (if it becomes necessary to utilise a different approach for private candidates, such as evidence types, the [JCQ Guidance on Private Candidates](#) will be followed and recorded on Assessment Records)

2.3 The scope of this guidance applies to all exam centres used by the College offering the following qualifications regulated by Ofqual:

- A and AS Levels
- GCSEs (including short course GCSEs)
- VTQs most similar to GCSE, AS and A Levels that are used for progression to further or higher education such as BTECs, Cambridge Technicals, Technical Awards

2.4 Qualifications not in scope of this guidance, where exams or assessments will continue and can be delivered in line with public health measures, are detailed below:

- VTQs used to enter directly into and through employment where exams or assessments are critical to demonstrate occupational or professional competence, proficiency or act as a licence to practise.
- Smaller qualifications that are not like GCSEs or A Levels in their structure such as Functional Skills.
- Access to Higher Education.
- End Point Assessments for apprenticeship programmes.

Note: Ofqual have provided an online [Summer 2021 Qualification Explainer Tool](#) which provides information about how each qualification will be assessed and awarded in the period up to 31 August 2021. This allows the user to search for all qualifications regulated by Ofqual, Qualifications Wales and CCEA Regulation.

3. Purpose

3.1 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.

4. Roles and responsibilities

Head of Centre

- The Vice Principal for Curriculum and Quality will act as Head of Centre for TAGs and will be responsible for approving our policy for determining teacher assessed grades.
- Our acting Head of Centre has overall responsibility for Craven College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our acting Head of Centre will confirm that TAG 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 acting 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 will:

- Provide training and support to our other staff.
- Support the acting 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 judgements.
- Ensure that a validated assessment record is completed for each qualification that they are submitting.
- Securely store and be able to retrieve sufficient evidence to justify their decisions.

Teachers/ Specialist Teachers / SENCo will:

- Ensure that assessments are conducted under our centre's appropriate levels of control and have sufficient evidence, in line with this policy and with guidance from the Joint Council for Qualifications, to provide TAGs for each student they have entered for a qualification.
- Ensure that the each TAG assigned to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.

- Ensure judgements are 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.
- Ensure that Assessment Records are accurate for each subject cohort to include 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.

Examinations Officer will:

- Be responsible for the administration of our final TAGs and for managing the post-results services.

5. Training, support and guidance

5.1 This section provides details the approach Craven College will take to training, support and guidance in determining TAGs this year and to achieve consistency and fairness to all students:

- Managers will attend training on the TAG process on Tuesday 20 April 2021
- Managers will organise training (using the recorded session) to all teaching staff involved in determining TAGs and follow up in team meetings or with individual staff to ensure full understanding of the process
- Managers will ensure mentoring is provided by course leaders and experienced teachers to teaching staff who are less familiar with assessment. All assessment decisions by inexperienced teachers (including any NQTs, PTHP or agency staff) will be second considered.
- Additional focus will be put into place during TAG validation meetings for inexperienced teachers.

6. Use of appropriate evidence

6.1 Teaching staff making judgements will give full regard to the [Ofqual Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021](#) on recommended evidence

6.2 Teaching staff making judgements will give full regard to the further guidance provided by awarding organisations

6.3 All candidate evidence used to determine TAGs and associated documentation will be retained and made available for the purposes of external quality assurance and appeals.

6.4 The College commits to the following use of evidence in determining TAGs:

- Student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- Non-exam assessment 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 awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- Substantial class or homework (including work that took place during remote learning).
- Internal tests taken by pupils.
- Mock exams taken over the course of study.
- Records of a student's capability and performance over the course of study in performance-based subjects

6.5 Additional Assessment Materials(AAMs) will be used in the following circumstances:

- 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.
- To show improvement, for example, to validate or replace an existing piece of evidence.

- To support consistency of judgement between classes and teaching staff by giving all students the same task to complete.
- To combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

6.6 Craven College will ensure the appropriateness 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.
- 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.

7. Determining teacher assessed grades

7.1 Awarding TAGs will be applied fairly, accurately and consistently for all students at Craven College using the following approach:

- 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 for each subject cohort and this will be validated through Assessment Committees which will include the Head of Department and a subject lead.
- Evidence will be stored in an accessible place in case of appeals. Any necessary variations for individual students will also be shared.

8. Internal Quality Assurance

8.1 The College will ensure that all teachers involved in deriving TAGs read and understand this policy.

8.2 The College will ensure that an internal standardisation process has taken place to validate that the TAGs determined are accurate, fair and consistent across subjects, grades and students

8.3 All managers and teaching staff will be provided with training and support in:

- Arriving at teacher assessed grades
- Marking of evidence
- Reaching a holistic grading decision
- Applying the use of grading support and documentation

8.3 The Assessment Record will form the basis of internal standardisation and, furthermore:

- Assessment Committees will be held for all courses, using the Assessment Record for discussions across teaching staff to agree the awarding of TAGs.
- 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 the Head of Department and/or the IQA

- 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.

9. Comparison of TAGs to previous cohorts

9.1 The College will ensure robust comparison to results for previous cohorts:

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of the College'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 provide, where requested, 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.

9.1 Should this comparison show that initial TAGs are overly lenient or harsh compared to 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 bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- Robust Internal Quality Assurance process will be applied, including standardisation prior to Assessment Committees and further moderation through the Quality team and the acting Head of Centre.
- Detailed changes affecting historical trend data will be reflected in our comparisons:
 - We will omit subjects that we no longer offer from the historical data.
 - We will take into account changes in specification such as from QCF to RQF.
 - We will take into account any changes in admissions policy/requirements (such as qualifications on entry, interviewing, IAG)

10. Access arrangements and special considerations

10.1 The College will approach access arrangements and mitigating circumstances:

- 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 take that into account when looking at the basket of evidence and alternative evidence may be 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](#)
- Where there has been disruption or differential lost learning (DLL), TAGs will be determined based on evidence of the content that has been taught and assessed for each student

11. Objectivity

11.1 The following staff will fulfil their duties and responsibilities in relation to equality & diversity legislation.

Senior Leaders, Heads of Department and acting Head of 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.
- 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.
- TAGs 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.
- Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

12. Recording decisions and retention of evidence and data

12.1 The College's approach to recording decisions and evidencing data:

- Will ensure that 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.
- 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.
- 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.
- Will comply with our obligations regarding data protection legislation.
- Will ensure that the grades accurately reflect the evidence submitted.
- 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).

13. Authenticating evidence

13.1 Mechanisms are in place to ensure that teaching staff are confident in the authenticity of evidence:

- Additional face to face assessment
- Oral questioning
- Additional set work
- Timebound assessment
- Plagiarism checks

13.2 All Awarding Organisation guidance will be followed to support this process, including investigation.

13.3 The Malpractice and Maladministration Policy will be followed to address any specific challenges.

13.4 The [JCQ Suspected Malpractice: Policies and Procedures](#) underpins College policy.

13.5 All staff involved in TAGs must declare any conflict of interest relationships:

- Our acting Head of Centre will take appropriate action to manage any conflicts of interest arising with College staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.](#)
- We will carefully consider if there is a need to separate duties and personnel to ensure fairness in later processes of review and/or appeal.

14. External Quality Assurance

14.1 The following arrangements are in place for External Quality Assurance sampling:

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- 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.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

15. Results

15.1 The College approach to the issue of results to students ensures that:

- 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 (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.

16. Appeals

16.1 The College approach to managing appeals:

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021.
- A Centre Review will be initiated for appeals on the following grounds:
 - An administrative error has resulted in an inaccurate grade being claimed or awarded
 - Failure to follow the Teacher Assessed Grade Policy
 - There is evidence of bias or discrimination in determining TAGs
- All appeals should be made, detailing the grounds for appeal, to TAGAppeals@craven-college.ac.uk
- The College will submit an appeal to the Awarding Organisation where requested by a student

- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements. These will be carried out by the Head of Quality with outcomes agreed by the acting Head of Centre.
- 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.
- Students 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.

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.

Please note that, at the time of writing, Ofqual are consulting on the appeals process. Anyone wishing to contribute to this consultation can do so at: <https://www.gov.uk/government/consultations/consultation-on-guidance-in-relation-to-appeals-under-the-qqaa-framework-in-2021/the-general-qualifications-alternative-awarding-framework-guidance-html>

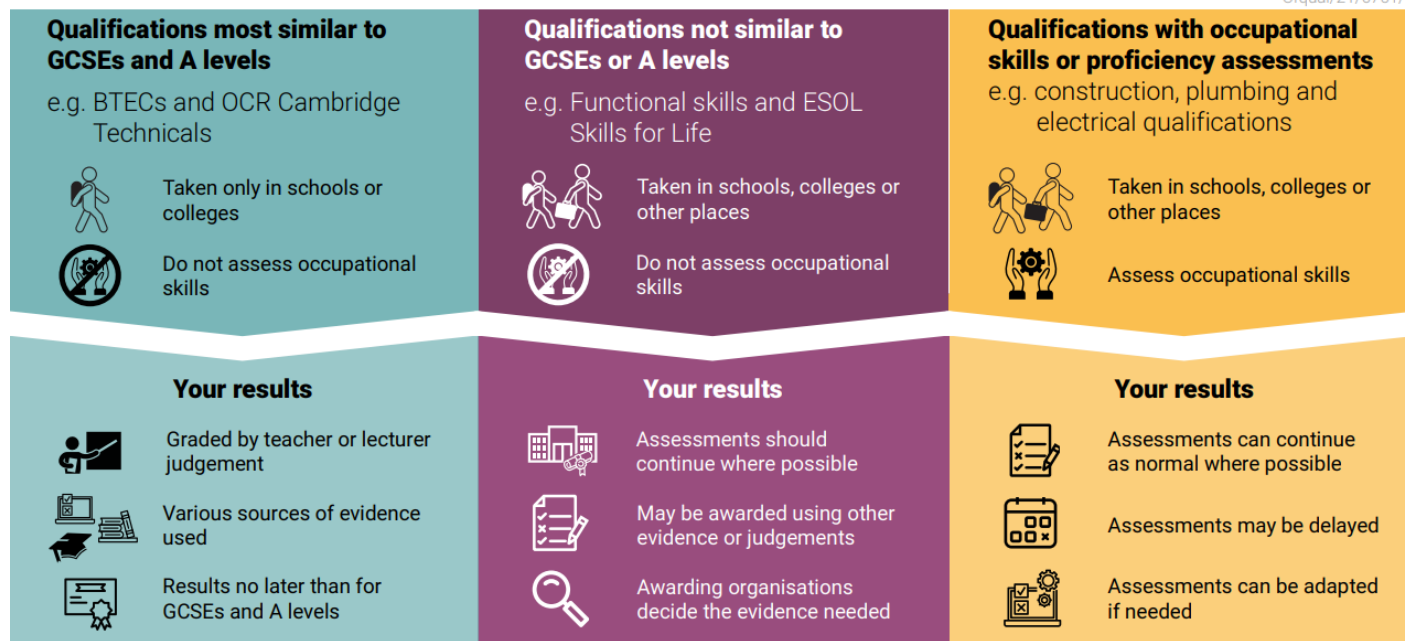
Appendix 1: Flowchart of process and timelines

Training	Assessment	Approval	Certification
<ul style="list-style-type: none"> • All staff have read and understood guidance • All staff access the SMT training session • All grades have been standardised at curriculum team level • All inexperienced staff (including PTHP or agency) have all TAG evidence second considered 	<ul style="list-style-type: none"> • Students and parents are aware of the TAG process and the evidence that will be used which could include: <ul style="list-style-type: none"> • Past papers • Sample papers • Non-exam assessment work • Centre-devised tasks • Student performance records • Evidence of standard of student work • Reflective of tier of entry • Reasonable adjustments for access arrangements • Assessment Record completed and authenticated by Subject Lead and Head of Department • AO/Exam Board process 	<ul style="list-style-type: none"> • Assessment Committee held by HoDs (meetings recorded) • 17 – 28 May • TAGs agreed as valid, authentic and reliable • Trends and special consideration are considered • Sign off by Subject Lead and Head of Department • Validation of TAG progress undertaken • Head of Centre approves and signs off • Head of Centre submits declaration to AO/Exam Board 	<p>SUBMISSION</p> <ul style="list-style-type: none"> • Approved claims submitted to exams office by 28 May • Claims made from 26 May 2021 • Final claim made by 18 June 2021 <p>QUALITY ASSURANCE</p> <ul style="list-style-type: none"> • Virtual centre visits conducted in May and June 2021 • Assessment Records and evidence to be kept for this purpose • All student evidence used to determined TAGs to be retained for 12 weeks post results day <p>RESULTS</p> <ul style="list-style-type: none"> • L3 10 August 2021 • L2 12 August 2021 <p>APPEALS</p> <p>Stage 1: Centre Review</p> <ul style="list-style-type: none"> • Administrative error • TAG Policy not followed • Bias or discrimination <p>Stage2: Awarding Organisation</p> <ul style="list-style-type: none"> • College make the appeal on behalf of students who request this • AO Administrative error • AO Policy not followed
















How vocational and technical qualifications will be awarded in 2021



Ofqual/21/6751/1



How GCSEs, AS and A levels will be awarded in summer 2021

Working out your grade	Evidence	Results and appeals
 Graded by teacher judgement	 Mocks, tests and work already done can be used as evidence	 Results days AS and A level 10 August GCSE 12 August
 Not graded by an algorithm	 Non-exam assessment should continue	 If you're unhappy with your grade, you can appeal it. First step is to submit an appeal to your school or college.
 School and college assessments can continue	 Non-exam assessments can be used as evidence even if incomplete	You can find out more details from your school, college or exam board, or by visiting the Ofqual website
 You'll only be assessed on what you've been taught	 Art & design grade based only on your portfolio	
 Your teacher will tell you what evidence is used to grade you	 Teachers can use question banks provided by exam boards if they want to	
 Private candidates to work with a school, college or exam centre to provide evidence for them to be graded	 Results will be based on completed and future work, so keep doing your best	 www.gov.uk/ofqual