

# Teacher Assessed Grades (TAG) Policy

April 2021

Policy/Statement: <b>Teacher Assessed Grades (TAG) Policy</b>	Responsibility: MMO	Date Agreed: April 2021 Review Date: April 2022
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<b>To be used with the following policies:</b>	<b>Named Responsibilities:</b> Matt Morris Examinations - Head of Centre
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## 1 Statement of Intent

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, whilst recognising the ever-changing nature of the school's population as an Alternative Provision Academy
- 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

## 2 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.

### Head of Centre

- Our Head of Centre, Matt Morris (Headteacher), will be responsible for approving our policy for determining teacher assessed grades
- Our Head of Centre has overall responsibility for the school 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 School Leaders

Our Senior Leadership Team and School Leaders will:

- provide training and support to our other 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

### Delivery Staff

Our Delivery Staff (hereafter referred to as 'teachers') are comprised of those responsible for the teaching and assessment of a given specification. They 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

- 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

## **3 Training, Support and Guidance**

Teachers involved in determining grades will complete any centre-based training to help achieve consistency and fairness to all students. Training may be virtual or face-to-face and may require teachers to access reading materials provided by the school, JCQ and awarding bodies. Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

Where a teacher is an NQT or is less familiar with assessment, support will be provided by experienced practitioners. Any work assessed by an NQT or by someone less experienced with assessment will be moderated in line with this policy.

## **4 Use of 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*, (including the types of evidence that we will use) as follows:

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations
- 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
- We will be using 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
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed
- We will use 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
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils
- We will use mock exams taken over the course of study
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE

With regard to additional assessment materials (AAM):

- We will use additional 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 additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence

- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete
- We will 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

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
- 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

## **5 Determining Teacher Assessed Grades**

Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing - their demonstrated knowledge, understanding and skills across the content of the course they have been taught. Staff will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.

Each piece of evidence used for a pupil in a given subject specification will be kept in a pupil assessment file.

The school will produce an Assessment Record for each pupil, in each subject specification, which will be stored along with the gathered evidence in the pupil assessment file. Any necessary variations for individual students will be recorded as part of the assessment record.

The process and timescale for determining and communicating the school's teacher assessed grading policy is set out in Appendix 1 – Teacher Assessment One Plan

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation. To ensure objectivity, all leaders 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
- 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

Our internal quality assurance process will help to ensure that there are different perspectives to the quality assurance process.

## **6 Internal Quality Assurance**

The school will undertake internal standardisation, within and across subjects and specifications as follows:

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document
- 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
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
  - Arriving at teacher assessed grades
  - Marking of evidence
  - Reaching a holistic grading decision
  - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades
- 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
- 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, internal standardisation will be carried out with a member of the senior leadership team
- 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

## **7 Comparison of Teacher Assessed Grades**

Alongside our internal quality assurance process, we will undertake a comparison of teacher assessed grades at qualification level, to results for previous cohorts taking the same qualification in our centre. As a centre:

- 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 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

However, as an Alternative Provision (AP) Academy with a transient and ever-changing cohort, a year-on-year comparison of results can only be fair, if the cohorts are comparable in terms of size and ability. Therefore, whilst we will undertake a comparative review of grades from previous years, the comparison will be used objectively, and only where it is fair to do so.

The school will therefore 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, will address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

## **8 Reasonable Adjustments 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](#)

## **9 Addressing Disruption/Differentiated Lost Learning**

All reasonable endeavours will be made to ensure that pupils are assessed fairly and that a range of assessment is used to access the most suitable grade. Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each pupil.

## **10 Recording Decisions and Retention of Evidence and Data**

The school will retain an assessment folder for each pupil, containing all evidence and assessment data for the 2021 June examination series, in line with the following JCQ principles:

- We will ensure that teachers 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)

## **11 Authenticating Evidence**

The school will have robust mechanisms in place to ensure that teachers are confident that the work used as evidence is the pupils' own and that no inappropriate levels of support have been given to complete it, either within the centre or with external tutors (including support within the home). To achieve this, we will:

- Ensure that the majority of evidence is produced via in-school assessments
- Assessments in school will be conducted under a range of control measures; all pupils and other adults in the room will be aware of the level of control for each piece of assessment and the extent of the support available/to be provided
- For work completed at home, parents will be required to validate the authenticity of the evidence and describe the control measures under which the work was completed
- Work completed at home will be checked against work completed in school to ensure consistency of approach and application
- Pupils will be required to complete all exam style assessment activities, including those devised by the centre and those provided by the awarding body, in school
- All evidence will be recorded on the TAG assessment record form (appendix 2) for each subject specification in the pupils' individual evidence folders. Teachers will be required to indicate their agreement that a piece of evidence is authentic

In the rare situations where we believe that evidence is not authentic, we will follow the guidance provided by the awarding organisations to support the determination of authenticity.

## **12 Confidentiality**

The following measures will be taken to ensure the confidentiality of grades, whilst sharing information regarding the range of evidence on which the grades will be based:

- All teachers will be made aware of the need to maintain the confidentiality of teacher assessed grades
- All teaching staff will be 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

### 13 Malpractice

- 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
  - 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
  - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and 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.

### 14 Conflicts of Interest

- 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

### 15 Private Candidates

For the 2021 June series, NEDSC will not be accommodating any private candidates.

### 16 External Quality Assurance

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**
- 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

## 17 Results

- All staff involved will be 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 will be made aware of arrangements for results days

## 18 Appeals

- All staff involved will be made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners will be 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.

## 19 Contingency Planning

### School Closure

In the event of full or partial school closures resulting from the COVID-19 pandemic, the school will revert to a remote curriculum. Through our remote curriculum, the school will continue to gather evidence and assess pupils against the grade descriptors provided by both JCQ and the awarding bodies. Where a remote education is used to gather evidence, staff will use a range of strategies to ensure authenticity in addition to the measures set out in section 11 of this policy. Such strategies will include:

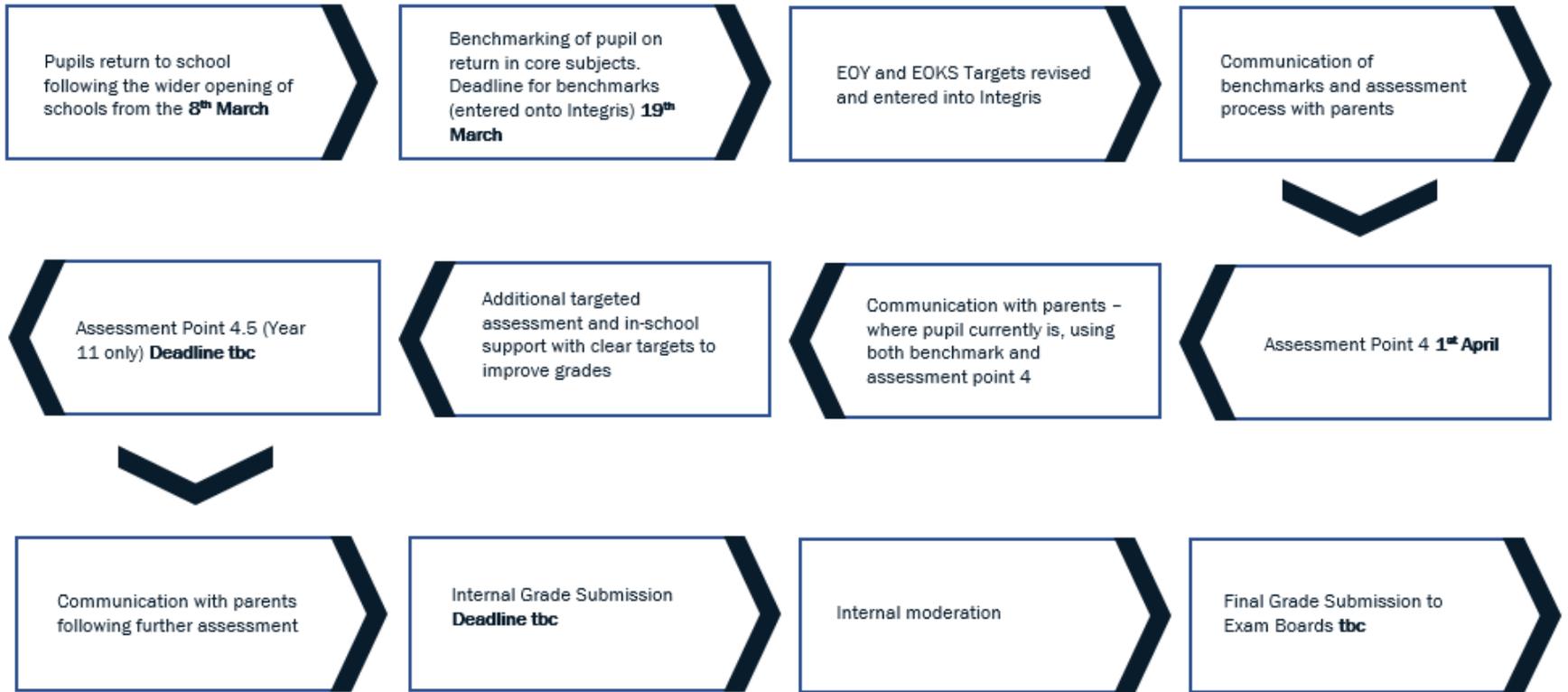
- Inviting individual pupils on to the school site to undertake assessments
- Undertaking assessments using videoconferencing software such as Zoom or Teams, where school staff are present throughout
- Delivering and collecting assessment materials from the homes of pupils

### Cyber Attacks

All electronic systems used by the school for the collection and storage of evidence, and for the recording of assessment data are cloud-based and backed up by the service providers. Said providers have a duty of care under GDPR legislation to protect all data, including pupil work which is uploaded on to their systems.

All grades and a physical copy of pupil evidence will be securely stored in individual pupil files.

**NORTH EAST DERBYSHIRE SUPPORT CENTRE ONE PLAN  
GCSE TEACHER ASSESSMENT PLAN**



- Notes:**
- Staff create a portfolio of evidence to justify the grade awarded and/or to demonstrate progress from grade to grade
  - Staff have a very clear understanding of where a pupil's grade currently sits and how it can improve throughout the whole process
  - Means and therefore targets to improve are clear and understandable

## North East Derbyshire Support Centre TAG Assessment Record



Name:	Does the pupil have agreed access arrangements or require any form of reasonable adjustment?	<b>Yes</b>	<b>No</b>
Board/Spec/Level/Subject:	If <b>Yes</b> , please detail the arrangements/adjustments:		

Evidence/Title/Context	Type of Evidence	Level of Control	Access/ Adjust? Y/N	Auth? Y/N	By	Assessment

