

Teacher Assessed Grades (TAGs) Policy - Summer 2021

Policy Details	
Policy Owner	Head of Registry & Exams
Date produced	April 2021
Approved by	Policies and Procedures Committee, Senior Management Team
Date approved	23 April 2021
To be reviewed	Annually
Publication	4Policies

1. Introduction

- 1.1** The purpose of this policy is to ensure that the planning and administration of Teacher Assessed Grades (TAGs) is such that every student is offered the maximum opportunity to achieve success.

2. Statement of Intent

2.1 The purpose of this policy is:

- a. To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- b. To ensure the operation of effective processes with clear guidelines and support for staff.
- c. To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- d. To support teaching staff/HOLs to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- e. To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- f. To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- g. To support our centre in meeting its obligations in relation to equality legislation.
- h. 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.
- i. To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

3. Introduction and Purpose

3.1 The purpose of this policy is:

- a. To ensure the planning and management of TAGs is conducted efficiently and in the best interest of candidates.
- b. To ensure the operation of an efficient system with clear guidelines for all relevant staff.
- c. Following this policy enables the college to comply with Joint Council for Qualifications' (JCQ) guidelines.
- d. It is the responsibility of everyone involved in the Centre's Teacher Assessed Grades for summer 2021 processes to read, understand and implement this policy.

4. Linked/Related Policies

- a. Examinations Policy
- b. Private Examination Candidates Procedures
- c. Assessment Appeals Procedure
- d. Single Equality Scheme Policy
- e. Additional Learning Support Policy
- f. Enquiries About Results (EAR) & External Appeals Procedure
- g. Safeguarding Policy

5. Legal Background or Relevant Legislation and Guidance

5.1 Joint Council for Qualifications (JCQ) have issued a requirement for all providers to upload a Teacher Assessed Grades in summer 2021 Policy to them by 30 April.

6. Roles and responsibilities

6.1 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.

6.2 Head of Centre

- a. The Head of Centre will be responsible for approving our policy for determining teacher assessed grades.
- b. The Head of Centre has overall responsibility for the college as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- c. The Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teaching staff and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- d. The Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

6.3 Senior Management Team and Heads of Learning

The Senior Management Team and Heads of Learning will;

- a. provide training and support to other staff.
- b. support the Head of Centre in the quality assurance of the final teacher assessed grades.
- c. ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- d. be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- e. ensure that all teaching staff within their department make consistent judgements about student evidence in deriving a grade.
- f. ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.

- g. ensure teaching staff have the information required to make accurate and fair judgements.
- h. ensure that a Head of Learning Checklist is completed for each qualification that they are submitting.

6.4 Teaching Staff / Specialist Teachers / SENCo

Our teaching staff and SENCo will:

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. securely store and be able to retrieve sufficient evidence to justify their decisions.

6.5 Examinations Officer

The Examinations Officer will:

- a. be responsible for the administration of the final teacher assessed grades and for managing the post-results services.

7. Training, support and guidance

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

7.2 This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year

- a. Teaching staff involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- b. Teaching staff will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

7.3 This section provides details of our approach to training, support and guidance for newly qualified teaching staff and staff less familiar with assessment

- a. We will provide mentoring from experienced teaching staff/HOLs to NQTs and staff less familiar with assessment.

- b. We will put in place additional internal reviews of teacher assessed grades for NQTs and other staff as appropriate.

8. Use of appropriate evidence

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

8.2 This section gives details in relation to the use of evidence.

- a. Teaching staff making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- b. 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.
- c. The college will be using student work produced in response to assessment materials provided by awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- d. The college will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- e. The college 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.
- f. The college will use substantial class or homework (including work that took place during remote learning).
- g. The college will use internal tests taken by students.
- h. The college will use mock exams taken over the course of study.
- i. The college will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and Sport.

8.3 Additional Assessment Materials

- a. The college 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.
- b. The college will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- c. The college will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete within a particular subject.
- d. 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.

8.4 Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- a. 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.
- b. 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.
- c. 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.
- d. Consider the specification and assessment objective coverage of the assessment.
- e. Consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

9. Determining teacher assessed grades

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

- a. Teaching staff 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.
- b. Teaching staff will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- c. Teaching staff will produce an Assessment Record for each subject cohort and will share this with their Head of Learning. Any necessary variations for individual students will also be shared.

10. Internal quality assurance

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

- a. Ensure that all teaching staff involved in deriving teacher assessed grades read and understand this Centre Policy document.
- b. 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.
- c. Ensure that all teaching staff are provided with training and support to ensure they take a consistent approach to:
 - I. Arriving at teacher assessed grades
 - II. Marking of evidence
 - III. Reaching a holistic grading decision
 - IV. Applying the use of grading support and documentation
- d. Conduct internal standardisation across all grades.

- e. Ensure that the Assessment Record will form the basis of internal standardisation and discussions to agree the awarding of teacher assessed grades.
- f. Where necessary, review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- g. Where appropriate, amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- h. 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.
 - This will be the relevant Head of Learning.
- i. 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.

11. Comparison of teacher assessed grades to results for previous cohorts

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

- a. We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- b. We will consider the size of our cohort from year to year.
- c. We will consider the stability of our centre's overall grade outcomes from year to year.
- d. We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- e. 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, will address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

11.2 This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- a. Compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs and A Levels. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale at GCSE level.
- b. We will include grades from international GCSEs (for example, in English Language) because we have previously offered these.
- c. We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

12. Access Arrangements and Special Considerations

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

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. To ensure consistency in the application of Special Consideration, we will ensure all Heads of Learning have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

13. Addressing disruption/differentiated lost learning

13.1 This section gives details of our approach to address disruption or differentiated lost teaching.

- a. Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

14. Objectivity

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

Senior Management and Heads of Learning will consider:

- a. sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- b. how to minimise bias in questions and marking and hidden forms of bias); and
- c. bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- a. unconscious bias can skew judgements;
- b. the evidence presented should be valued for its own merit as an indication of performance and attainment;
- c. teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- d. unconscious bias is more likely to occur when quick opinions are formed; and

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

15. Recording decisions and retention of evidence and data

15.1 This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

- a. Ensure that teaching staff and Heads of Learning maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- b. 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.
- c. 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.
- d. Comply with our obligations regarding data protection legislation.
- e. Ensure that the grades accurately reflect the evidence submitted.
- f. Ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with awarding organisation(s).

16. Authenticating Evidence

16.1 This section of our Centre Policy details the mechanisms in place to ensure that teaching staff are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- a. Robust mechanisms will be in place to ensure that teaching staff are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- b. It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

17. Confidentiality, malpractice and conflicts of interest

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

- a. All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- b. 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.
- c. Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

18. Malpractice

- 18.1** This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.
- a. 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.
 - b. All staff involved have been made aware of these policies, and have received training in them as necessary.
 - c. All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - I. breaches of internal security;
 - II. deception;
 - III. improper assistance to students;
 - IV. failure to appropriately authenticate a student's work;
 - V. over direction of students in preparation for common assessments;
 - VI. allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - VII. centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - VIII. failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - IX. failure to keep appropriate records of decisions made and teacher assessed grades.
 - d. The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures 20-21](#) 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.

19. Conflicts of Interest

- 19.1** This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.
- a. 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.
 - b. 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](#).
 - c. We will also carefully consider the need for separate duties and personnel to ensure fairness in later process reviews and appeals.

20. Private Candidates

20.1 This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

- a. Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- b. Where it has been necessary to utilise different approaches, the JCQ Guidance on Private Candidates has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
- c. In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

21. External Quality Assurance

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

- a. All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.
- b. All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- c. All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- d. 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.
- e. 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.
- f. 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.
- g. 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.

22. Results

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

- a. 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.
- b. 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.

- c. 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.
- d. Such guidance will include advice on the appeals process in place in 2021 (see below).
- e. 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.
- f. Parents/guardians have been made aware of arrangements for results days.

23. Appeals

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

- a. All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- b. Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- c. 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.
- d. Learners have been appropriately guided as to the necessary stages of appeal.
- e. 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.
- f. 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.

23.2 Appropriate information on the appeals process will be provided to parents/carers

Equality and Diversity Statement & Impact Assessment

USP College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

This form should be used by managers and policy owners within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including, but not limited to: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

1. Name of Policy

Teacher Assessed Grades (TAGs) Policy

2. Which of the following groups could be affected by this policy?

(Tick all that apply)

Students	<input type="checkbox"/>
Staff	<input checked="" type="checkbox"/>
Wider Community	<input type="checkbox"/>

3. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

NA

4. The Impact

Four possible impacts should be considered as part of the assessment:

- Positive Impact** - Where the policy might have a positive impact on a particular protected characteristic.
- None or Little Impact** – Where you think a policy does not disadvantage any of the protected characteristics
- Some Impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.
- Substantial Impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Thought-provoking questions, which might help come to a decision about the impact of a policy on individuals with protected characteristics:

- Does policy outcomes and service take up differ between people with different protected characteristics?
- What key information do we have? Does data or engagement with people with protected characteristics give insights into areas of disadvantage, which relate to the policy area?
- If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- Will the policy deliver practical benefits for certain groups?
- Does the policy miss opportunities to advance equality of opportunity and foster good understanding/ relationships between groups?
- Do other policies need to change to make this policy more effective?

k. Is there any elements of the policy that could be unlawful under the Equality Act 2010?

Use the guidance provided above and complete the following table: **(Please Tick ✓)**

Gender/Age	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Gender		✓		
Age		✓		
Disability	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Visually Impaired		✓		
Hearing impaired		✓		
Physical Disability		✓		
Specific Learning Difficulties		✓		
Global Learning Difficulties		✓		
Autistic Spectrum Disorder		✓		
Any other disability – Various		✓		
Other Factors	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Race		✓		
Culture		✓		
Religious Belief		✓		
Sexual Orientation		✓		
Gender Reassignment		✓		
Marriage/Civil Partnership		✓		
Pregnancy /Maternity /Paternity		✓		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the below action plan.

5. Is there anything that cannot be changed?

What cannot be changed?	Can this be justified?	If so, how?
Not applicable		
E.g., Disabled people can be treated more favorably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favorably than other equality groups, the disadvantage may be justifiable		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility. (Continue on separate sheets as necessary)

Action Plan:
