

# Teacher Assessment Grade (TAG) Guidance

## (For the awarding of grades Summer 2021)

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## Introduction

The Henry Cort Community College curriculum team has spent the last month reviewing our plans for the awarding of teacher-based Centre Assessed Grades (CAGs). We recognise the frustration this situation has caused for all our community and we share everyone's desire to ensure the awarding of grades this year is done as fairly as possible. Transparency about what we do know, and have planned, along with what we don't know is important to highlight from the start. **The following information is, therefore, subject to any change pending the 'definitive' guidance from exam boards over Easter and into the summer. Please see appendix and amendments at the end of this document.**

## The last 50 days

The herculean effort of our staff to deliver our curriculum throughout this academic year means we have ensured we have taught all the content from each qualification that could have been tested by the terminal exams. We have been recording the achievements of our students that have engaged throughout this time. We are in a good position to evidence their abilities but, inevitably, students continue to improve right up until the end of their course. The last 50 days of college until 18 June will be a crucial time. Students will need to take responsibility and put in the work to demonstrate their abilities in both class-based summative and test-based formative assessments. The college will not give them a grade that we could not justify.

## Aims

The aim of a Centre Assessed Grade is to ensure students are awarded a fair grade that, in spite of the pandemic, allows them to progress into their future unimpeded. Whilst one clear aim is to ensure we do not undervalue any student's ability, it is just as important we do not set students up to fail at college because we have been too generous. We are proud to report that 100% of our students attending Barton Peveril from last year's cohort (who also had CAG grades) are still on role, none have dropped out.

## Responsibilities

- **Students** need to recognise and understand what has been learnt. They should organise the evidence they have to support their CAG and, in the time remaining, do all that is necessary to improve and make progress. This will require self-motivation; it cannot be done for them. They will not ask, or pressure in anyway, any staff to divulge their CAGs.
- **Staff** need to detail all the evidence that is used to award a grade fairly and transparently and provide students with the teaching necessary to achieve what they are capable of. All evidence of students' work will be moderated at regular intervals between now and the summer and will reduce the likelihood of unconscious bias or assumption. CAGs will be informed in the first instance by teachers but all key professionals including SEND staff, pastoral and curriculum leaders inform the eventual decision that will make up the Centre Assessed Grade for each subject.
- **Parents** will need to reinforce all communication between the college and home. Ensure students are nurtured to achieve what they can by continuing to provide a home learning space to revise. Parents will not ask, or pressure in anyway, any staff to divulge their child's CAG as this is deemed to be malpractice.

## Objectives

The objectives of this policy are to ensure:

- There is an evidence base to the awarding of grades
- There is a quality assurance process that will moderate all the assessment evidence we have to award a fair grade
- There is a clear appeal process that subject staff, students and parents are aware of

## Evidence base to the awarding of grades

- Formative class work and non-examined assessments (NEA) are produced in accordance with faculty policy and reflect the specification being examined. In class and formal assessments following the same format as exam board materials and have been marked in a way that reflects exam board mark schemes - this can include:
  - Substantial class or homework (including those that took place during remote learning)
  - Coursework
  - Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE and any other recordings that can be accredited
- Summative assessments including
  - Internal class tests taken by students
  - Pre-Public Examinations taken Autumn 2021
  - Student work produced in response to assessment materials provided by the exam board (pending), including groups of questions, past papers or similar materials such as practice or sample papers
- Staff should remember advice/guidance previously circulated e.g., information regarding hearing impaired students, and not unfairly disadvantage/assess them because of any disability/need
- Further "concession" guidance will be issued by House Progress Leaders

## Quality Assurance

- Subject leaders and teaching staff will use the exam board's grade descriptions (*pending publication*) to moderate student work at regular intervals over the next three months. To ensure a fair and unbiased awarding of final grades.
- Subject leaders and teaching staff will ensure the standard of teaching and learning facilitates progress and achievement for students. This includes remote learning through the publication of curated resources on Google classrooms.
- Subject leaders ensure the curriculum is well planned so all students can cover the range of curricular to ensure they provide enough evidence to facilitate being awarded a grade.
- Subject leaders will ensure students that have missing evidence (when compared to their peers) have an opportunity to produce that evidence in college time.
- The head of centre and delegated members of SLT will ensure appropriate procedures are in place to internally standardise/verify the marks with other centres, where possible, or using external reviewing services (*such as AQA MERiT, PiXL wave, or FFT*). The centres' internal Quality Assurance arrangements will include consideration of the centre's profile of results in previous years as a guide to help them to check that their judgements are not unduly harsh or lenient.

## Appeals (subject to confirmation)

- Every student will have the right to appeal their grade if they believe an error has been made (at *no charge*)
- A student who is unhappy with their grade will first ask their exams officer to check whether an administrative or procedural error had been made and they will confirm if their grades prevent them from studying a course at college they are enrolled on (fast track appeal)
- The exams officer will check this
- If the exams officer believes there is no error, they will either (*depending on the evidence for appeal*)
  - Ask the relevant subject leader, subject teacher and line managers to check the evidence base (including any moderated exam taken) to ensure the grade awarded is accurate.
  - Escalate the appeal to the exam board who will conduct a Centre Assessment Standards Scrutiny (CASS). The centre will need to submit the student’s appeal to the exam board and provide the evidence on which its judgement had been made; the exam board will consider whether, in its view, the centre had followed its own process and the grade reflected an appropriate exercise of academic judgement. **Please note that if the exam board judges that it did not, the exam board will determine the grade that the evidence would support, this could result in a grade going up as well as down.**
- If the centre does identify an error in the grade submitted to the exam board, it can submit a revised grade and a rationale for the board to consider. If the exam board is satisfied with the rationale, it will issue a revised grade.
- Results days will be on 12 August for GCSE results

## Timeline:

From now	Students use revision resources provided to ensure they are as prepared for their class-based assessments. They arrive on time and are ready to learn.
By 1 April	Students and parents are presented with this policy and provided with an opportunity to ask questions. ATL/QoCW and Autumn PPE results published.
Easter	Students use this time to prepare and revise.
1 <sup>st</sup> half of summer term	Continuous scheduled class-based assessments. College attendance is compulsory.
4 & 6 May	Creative and technical NEA study days.
7 June	Start of evidence “wash up”. Pending Government advice, students continue to attend college for scheduled sessions. If their evidence portfolio is missing crucial elements, specific time will be made to allow them to complete this work.
14 June	Final moderation INSET day.
18 June	Grades submission to exam board deadline, Year 11 students’ final day.
21 June onwards	A Level transition lessons offered by some subjects and teachers (TBC)
12 August	Year 11 Results Day Year 10 RE Results Day

# Appendix

## 1. Qualification Specific Guidance

### a. Vocational awards (such as Vcerts)

- A Qualification-level Teacher Assessed Grade (Q-TAG) should:
  - be a holistic judgement, based on the evidence available, for the content that has been taught
  - reflect the evidence that is available
  - be a reflection of the grade the learner is performing at
  - be agreed by the Head of Centre before submission
  - be easily explained, through the quality of the evidence used and how the evidence has been gathered to arrive at the final grade, to the learner, should they seek to appeal their Q-TAG result
  - overall, should not result in a different distribution of results at a cohort level to previous years unless there is an explanation to support this
  - only be issued where there is sufficient evidence to do so – this means that centres may need to ensure additional learner assessment or alternative evidence is generated in support of the Q-TAG. We have provided further detail below on what counts as sufficient evidence.

### b. GCSES (Joint Council for Qualifications (JCQ) <https://www.jcq.org.uk/summer-2021-arrangements/>)

#### i. Retention of candidates' work:

It is important that, where possible, all evidence on which a candidate's grade is based, including copies of the candidate's work and any mark records, is retained safely by the centre as this will be needed to support their own determination of students' grades and the internal and external quality assurance processes and appeals. It is not a requirement that the copy retained is the original version, and a scanned copy of handwritten evidence or digital document will be acceptable. Centres must retain any information relating to a candidate's access arrangements, or personal circumstances affecting candidate performance, which might need to be taken into account during the process of determining a student's grade. Records of student evidence should be kept accessible in order that it can be easily drawn upon in the event a student wishes to appeal their grade.

- #### ii.
- As teachers will not yet have made any final decisions about the range of evidence on which candidates' grades will be based, all candidate work and mark records for assessments should be retained for the time being as they might later be selected to form part of the final evidence base. If some evidence of candidates' work is not available (e.g. because it was from earlier in the course and evidence was not retained at that point), the marks can still be used in determining the final grade, and the evidence that is available can be considered by the awarding organisations if the candidate decides to appeal on the grounds of the grade being unreasonable based on the evidence provided.