



# Midsomer Norton Schools Partnership

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## EXAM TEACHER ASSESSED GRADES (TAG) POLICY

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## 1. Statement of Intent

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 teachers 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, teach 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 communication to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

## 2. Centre policies to be uploaded to the Centre Administration portal

- a) A 'Summary Form: Centre Policy for the delivery of the Teacher Assessed Grades 2021' will be uploaded to the Centre Administration portal, by the **30<sup>th</sup> April**.  
<https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-Centre-Policy-Summary-Online-Form.pdf>
- b) Each school will use the 'centre policy template' to cover JCQ recommendations and to personalise for their centre the TAG process and individual specific roles, where required.
- c) This will be uploaded to the Centre Administration portal as an attachment. See link for the 'centre policy template to copy, insert HEAD of Centre Name, and amend for centre as indicated and upload:  
<https://docs.google.com/document/d/1fmHFi7GS0tdkLeW2zHoJwc1WGXHkmUmfhkFmIJ--II/edit?usp=sharing>

## 3. Time of the TAG process:

- a) Teachers should use the time remaining to balance continued teaching with any assessments they want to undertake.
- b) All assessment timelines, and details of evidence used by departments to calculate the TAGs will be available to parents by Easter.
- c) The majority of the assessments will be run after Easter.
- d) All assessments and teaching will be completed by **May 28th**.
- e) 7th - 18th June - Final Moderation and Quality Assurance checks will be completed. This will include the final review and sign-off by the Head of Centre.
- f) All schools will submit TAGs by June 16th, ready for the final deadline submission to exam boards by 18th June
- g) In the final term, from w/b 7th June we may decide to run Post-16 subject specific induction courses, or offer catch-up programmes for the small number of students who require further support, **remotely and by invite**. This is particularly for those who may be vulnerable to not achieving English/Maths.

## 4. Amount of content taught across the course

- a) Heads of centres will have to confirm that students have been taught sufficient content to allow progression to the next stage of their education. Not all of the content covered needs to be formally assessed.
- b) Heads of Departments (HODs) will need to confirm:
- c) that students have covered enough knowledge to progress to the next stage of their education.
- d) That the content that will be assessed hasn't been significantly disrupted
- e) That the content can be assessed using materials provided by Awarding bodies, or from past papers of Awarding Bodies.

## 5. Assessment Evidence

- a) Teachers can use a range of evidence to make a judgement of the grade they are performing at.
- b) Each department will produce a Quality Assurance document detailing what evidence will be used in calculating the TAG. The same logic will be applied to all students. The following factors will be taken into consideration when making these judgements:
- c) how to balance different sources of evidence:
  - i. When the evidence was produced
  - ii. More recent evidence is likely to be more representative of student performance, although there may be exceptions.
  - iii. What students were asked to do

- d) Centres should aim to use consistent sources of evidence for a class or cohort that relate closely to the specification requirements.
- e) Some tiered GCSEs specify content for higher tier students only, and in all qualifications, centres will need to provide accessible questions and tasks for lower attaining students and appropriately demanding questions and tasks for higher attaining students to support higher grades.

## **6. Types of assessment evidence**

- a) Teachers can use evidence to determine grades from across the duration of the student's course.
- b) We recommend the following range of evidence is used, where available:
  - i. student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers or similar materials such as practice or sample papers
  - ii. non-exam assessment (NEA) work (often referred to as coursework).
  - iii. student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes - this can include:
  - iv. substantial classwork (including those that took place during remote learning, if a teacher is confident it is the student's own work).
  - v. Substantial assessments and mock exams taken by the whole cohort over the course of study. These should be assessments that cover part of the syllabus, have been marked according to the syllabus.
- c) records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE
- d) Each department will:
  - i. Decide which evidence will be used to formulate the TAG for their subject
  - ii. Departments will identify what evidence they hold from the period before 8th March which could be used to support the formulation of the TAGS.
  - iii. Departments will run a series of assessments to cover an appropriate range of the syllabus after 8th March.
  - iv. Departments will then establish a calculation based primarily on assessments run after 8th March. These will also be strengthened by evidence collected before March. This is in line with the OFQUAL recommendations.
  - v. Schools will have communicated to parents/ carers how well their children are performing. This may have been via school reports received, mock grades, or parent consultation events. These grades will not necessarily be the final grade pupils are awarded for their TAGS. This is because pupils still need to be taught subject content and must also be formally assessed in school between now and the end of May 2021.

## **7. Level 3 Extended Project\_ These projects need to be completed.**

## **8. Informing students how they will be assessed**

- a) Schools will write to students and parents detailing the process they will follow in calculating the Teacher Assessed Grades.
- b) During the week commencing 29th March 2021, schools will publish on their websites an assessment timeline for each subject, together with the details of the range of evidence that will be used to help formulate the Teacher Assessed Grades

## **9. Administration of Assessments**

- a) Students can receive feedback on assessments completed, if appropriate, but this will be limited to formative guidance and marks will not be given due to the need for MAT moderation. We also do not want to confuse students by giving them a grade for a specific piece of work which they may interpret as a Teacher Assessed Grade
- b) Teachers are not able to discuss specific Teacher Assessed Grades with students, but are able to support students through the process by giving guidance on how to improve.
- c) If there is a further lockdown of Year 11 or Year 13 due to a positive test, then HODs should be prepared to run the assessments remotely.

## **10. Adjustments made where Access Arrangements or Special Consideration have been taken into account**

- a) Special consideration is a post-examination adjustment to a candidate's mark or grade. This is to reflect temporary illness, temporary injury or some other even outside of the candidates control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.
  - i. Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their examinations. It cannot remove the difficulty faced by the candidate.

The MAT will follow JCQ guidance on criteria that should be taken into account for deciding special considerations as detailed <https://docs.google.com/document/d/1Eij0Roo8P35twpjAxNLkLJDVLWNEgiFhrn-Mp2zqc34/edit?usp=sharing>

#### 11. Exam Access Arrangements

- a) Exam access will be given where appropriate. If the access was not applied during assessments prior to 8th March, then reasonable adjustments should be in place when evidence was generated. Where they were not, schools will take this into account when coming to their judgement. Where appropriate, this should include input from appropriate specialist teachers and other professionals. Each school will have their own arrangement for ensuring Exams Access is delivered or for reasonable adjustments to be made, as per JCQ guidance

#### 12. Private Candidates

- a) Schools in the Multi-Academy Trust (MAT) will only accept Private candidates if they are former students who attended the school in 2019/20.
- b) Students are expected to sit external assessment papers set by the relevant exam boards to provide the evidence required to submit a grade. If they have received support from another institution or private tutor then this work can also be submitted as evidence. This will require the tutor to sign a declaration that the work completed is that of the candidate.

#### 13. Appeals

- a) Students can make an initial appeal to the school if they believe that an error has been made.
- b) Students can then make a further appeal to the exam board, if not satisfied, on the grounds that the school did not follow the correct process. Students will request the school to submit an appeal on their behalf, providing details of the evidence used as well as details of the students' concern.
- c) Appeals will be made following the MAT process and details of the appeals process will be available from June on each school's website.
- d) Deadlines for appeals will be published once OFQUAL have confirmed this date.

#### 14. Internal Quality Assurance

- a) Each department will complete an internal QA document that will summarise the above, including:
  - i. Details of all assessments, as well as why they fit the criteria for an appropriate assessment
  - ii. Details of TAG assessments and other evidence, and the rationale for how the TAG will be calculated.
  - iii. Details of previous and planned moderation both within departments and across the MAT.
  - iv. How exam access has been delivered.
  - v. Confirmation that all assessments are run as 'controlled assessments'.
  - vi. Confirmation that all exam papers will be held centrally by each department, until moderation completed, and then held centrally by the school.
  - vii. Consider the grades awarded to different groups of students, including those with protected characteristics, as well as considering gender and disadvantage. This will be part of the Internal Quality Assurance document which compares Teacher Assessed grades with previous Centre grade profiles.
- b) Heads of Department will produce an Assessment Record for each subject cohort and will share this with their teacher to complete. Any necessary variations for individual students will also be shared.
- c) HODs will confirm that the TAGs they will submit are not **"unduly harsh or lenient"**, compared to previous grade profiles.
- d) As per JCQ guidance all departments are required to identify which Assessment Objectives are addressed in each of evidence. Departments can use the JCQ template to collate this information.  
[https://docs.google.com/document/d/1ekMDuNjDUQS4sh3vPbLP9WHuaqBH9ghdy1RP-i\\_QA9E/edit](https://docs.google.com/document/d/1ekMDuNjDUQS4sh3vPbLP9WHuaqBH9ghdy1RP-i_QA9E/edit)
- e) Heads of department to complete checklist/declaration per qualification:  
[https://docs.google.com/document/d/13hnZdMUNku25d\\_xilCt5QtisOHXfky7fB7x-3BUVZsw/edit?usp=sharing](https://docs.google.com/document/d/13hnZdMUNku25d_xilCt5QtisOHXfky7fB7x-3BUVZsw/edit?usp=sharing)

#### 15. MAT Quality Assurance checks

- a) The following checks will be carried out to ensure accuracy and fairness in the awarding of the Teacher Assessed Grades:
  - i. The Quality Assurance and assessment process undertaken by each subject will be approved by a member of the Senior Leadership Team on the school site.
  - ii. All Teacher Assessed Grades will be moderated within departments, and also cross site within the MAT, to ensure consistency and fairness in applying exam board marking criteria
  - iii. All teacher assessed Grades will be checked and approved by both the SLT and the Head Teacher of the school. They will ensure that access arrangements and moderation has been applied fairly and will review the grades, taking into account the previous grade profile for the school, but not using this as a limiting factor.

- iv. Schools will ensure that all departments are prepared for external Quality Assurance by exam boards.

## **16. Appendix A –**

### **Pre-U requirements for KS5 – Post 16**

- a) The process for producing the Teacher Assessed Grades is similar to that for A Levels. There are a few clear differences which means the type and quantity of evidence collected will differ.
- b) The evidence needs to be a portfolio of three substantial pieces of work for each candidate.
- c) A substantial piece of work is defined as a piece that has taken the candidate at least one hour of concentrated work to complete.
- d) No candidate should have more than, or fewer than, three pieces of work in their portfolio.
- e) Types of evidence which can be used: Completed past papers, completed coursework which meets the exam boards requirements, work made up of questions from past papers, mock exam papers or tasks set by the centre such as essays.
- f) One of the pieces of work needs to be a complete past paper dating back to before June 2020.
- g) The work needs to cover as broad a range of Assessment Objectives as possible and show evidence of the different skills highlighted in the Assessment Objectives.