



Centre Policy for determining teacher assessed grades

FOR A LEVELS AND GCSES FOR SUMMER 2021

Centre Policy for determining teacher assessed grades – summer 2021: New College Pontefract

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

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.

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.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre

- Our Head of Centre will be responsible for approving our policy for determining teacher assessed grades.
- Our 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.
- 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 Heads of School

Our Senior Leadership Team and Heads of Schools 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 School 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 School Checklist is completed for each qualification that they are submitting.

Teachers/ Specialist Teachers / SENDCo

Our teachers, specialist teachers and SENDCo 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.

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- produce a document 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.

Training, support and guidance

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.

Training

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

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

Support for Newly Qualified Teachers and teachers less familiar with assessment

- No newly qualified teachers will be responsible for deciding or submitting grades in 2021. Newly qualified teachers will however attend all training so that they are able to support the process if necessary, and to broaden their experience.
- The process of establishing grades will be carried out collaboratively by all teachers that teach a course, in the interests of supporting teachers less familiar with assessment and to ensure consistency and fairness in approach.
- In cases where a course is taught by a single teacher, the process of establishing grades will be carried out collaboratively by the teacher and their line manager – the head of school, again in the interests of supporting teachers less familiar with assessment and to ensure consistency and fairness in approach.

Use of appropriate 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.

A. Use of evidence

This section gives details in relation to our use of evidence.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- Grades from certain internal assessments taken under controlled conditions throughout the course will be taken into consideration. The grades for these assessments can be found on CEDAR (the college's online portal). Each student has been provided with a Final Grade Calculation document for each subject, specifying which grades will be disregarded due to the content, level of challenge, or conditions of the assessment. Where a particular grade is disregarded or given reduced weighting in a subject, due to individual circumstances, this will be recorded on the Subject TAG Spreadsheet for that course, and there will be a note on Cedar. All other grades will be taken into account when determining the teacher assessed grade (TAG), with greater emphasis given to the April 2021 and May 2021 assessments that cover the greatest breadth of the taught content of the course. This is dependent on the assessment taking place under appropriate supervision and in a timely manner. The TAGs will not be devised using a formula, but professional judgement will be applied to the range of evidence in scope for the TAG. All grades will be available on CEDAR in advance of the submission of the final TAGs, however the TAGs will not be available until officially released by the exam board in August.
- The internal assessments used for TAGs are synoptic in nature and are composed using a range of materials from the exam boards wherever possible, such as past papers and sample papers. The final 2 assessments have been agreed across the Trust and the marking and moderation process will include personnel from other colleges in the Trust to ensure consistency and prevent bias.
- Where possible, we will use non-exam assessment work (often referred to as coursework, or practical aspects of a course), even if this has not been fully completed. The weighting given will be appropriate to the usual practise of the exam board, if a sufficient amount of work has been completed. Records of a student's capability and performance over the course of study in performance-based subjects may be considered, and if so this will be documented in the Subject Assessment Record.
- A level visual arts and digital arts students will be assessed solely on their final portfolios.
- Homework and classwork (other than NEA) will **not** be used a source of evidence since the large amount of internal assessment data available provides a more robust, consistent, controlled, and substantial body of evidence of students' skills, knowledge and understanding.

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. Evidence produced from a second sitting or re-take of an assessment will not be used.
- 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. If this can't be done, the work will be given less weighting.
- We will consider the limitations of assessing a student's performance when using assessments that have been 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. This may result in some assessments being given more or less weighting than others if the level of challenge or breadth of coverage is significantly higher or lower.

Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- 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 entirety of 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 use CEDAR to record assessment grades. Any necessary variations for individual students will also be shared with students both verbally and on CEDAR. This will also be documented on the final TAG spreadsheet for each subject.
- The TAGs will not be devised using a formula, but professional judgement will be applied to the range of evidence in scope for the TAG.

Internal quality assurance

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.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- 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 based on evidence and professional judgement
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the CEDAR markbook, Subject TAG spreadsheet and the Subject Assessment record for each subject, will form the basis of internal standardisation and discussions between teachers to agree the awarding of teacher assessed grades. This will include individual circumstances where these have been identified as requiring consideration, and recorded on the TAG spreadsheet and CEDAR.
- 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 School and the Senior Link for that subject.

Comparison of teacher assessed grades to results for previous cohorts

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.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (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.
- 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 on the Subject TAG spreadsheet.

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.

- We will compile historical data giving appropriate regard to potential profile of grades.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- If the TAGs for a course reflect a significant increase or decrease compared to historical data, the reasons will be explored by a member of the senior team and the Head of School. If there is justification, for example if the cohort is significantly more able or there have been changes to staffing, leadership and/or exam board, this will be documented. If there is no reason for the difference, the grades will be adjusted in order to more closely reflect the previous performance of students on the course.

Access Arrangements and Special Considerations

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.

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements 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, and the individual did not decline the arrangement, we will disregard that assessment unless the grade is in line with, or better than the other assessments carried out with the access arrangements in place.
- Where the student has declined the access arrangements, the grade will be considered to the same degree as other students in the cohort.
- Where 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 if the circumstance is within scope of the criteria in the JCQ guidance. This may result in a grade being given reduced emphasis.
- The college will only consider individual circumstances where they were reported to the college at the time of the assessment.
- Students will be made aware verbally by teaching staff of any identified individual circumstances that will be taken into account, during lessons 4-7 May. For clarity and to avoid misunderstanding, this will also be recorded on CEDAR.
- If students believe that there are individual circumstances that have not been identified by the college for consideration, they will have the opportunity to inform the college using an online form between 4 and 10 May. They will subsequently be informed of the college's decision to consider or not consider the reported circumstances when deciding their grades.
- We will record, as part of the Subject TAG spreadsheet, how we have incorporated any necessary variations to take account of the impact of personal circumstances on the performance of individual students in assessments. This will be made available to exam boards in the event of an appeal.
- To ensure consistency in the application of Special Consideration, we will endeavour to replicate the JCQ process as far as this is possible: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student. Any subject content that has not been taught will be omitted from the final assessment papers.
- Students will be offered the opportunity to attend extra sessions during the Easter break in some subjects, and Teacher Access Periods will take place weekly when the college is fully open, to support students who are not making expected progress.
- No further content will be taught after the Easter break, and subsequent lessons and support sessions will be used to revisit the content previously taught.
- For the final two assessments, students will be issued with documentation to indicate possible topic areas that will be covered in these papers. This is to allow students to focus on a reduced amount of content when preparing for the final assessments.
- Notwithstanding legitimate short-term absence due to illness, covid isolation or significant mitigating circumstances, students will not be awarded teacher assessed grades by the college if they do not fully complete their courses, submit NEA and attend assessments. For example, a student that opted to not attend their April 2021 and May 2021 assessments and who chose not to attend lessons for an extended period of time during the latter stage of their course (for reasons other than ill-health or significant mitigating circumstances), would be considered to have withdrawn from their course and would therefore not be awarded a TAG. Students do not have a right to opt-out of the assessments that will be used to establish evidence in support of TAGs.
- In the event of further significant covid disruption, such as another college closure or lockdown, this will have limited impact in terms of educational delivery as the college can immediately revert to full live lesson delivery via Microsoft Teams. This means that students can continue to be supported in preparation for final assessments, or the completion of any residual NEA. In the event of a college closure, the college would review the circumstances to determine whether it would be possible to complete the final assessment due in May 2021. If circumstances allowed, the college would make arrangements for students to complete these assessments at home, but with additional control measures introduced to ensure the immediate return of papers and the supervision of students via Microsoft Teams of students completing assessments, to significantly reduce the likelihood of malpractice. If circumstances did not allow for assessments in this way, the final planned assessment would no longer be used in the basket of evidence. There would still be a sufficiently large amount of evidence on which to make informed judgements about TAGs.
- In the event that a small number of students are isolating during the final May assessment, the college will make reasonable efforts wherever possible to make arrangements for those students to complete the final assessment at home, but with control measures in place to ensure the supervision of students via Microsoft Teams, and the immediate return of completed papers.

Objectivity

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

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of School and 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); and
- 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 standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Schools maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades where individual circumstances have been taken into account.
- We will ensure that papers from April and May assessments are retained and available if required to provide evidence of grading standards.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted, or that the reasons for any variations are well documented on the Subject TAG spreadsheet for each course.
- We will ensure that evidence is retained electronically and can be readily shared with our awarding organisation(s). For assessments carried out before April 2021, this will be a record of grades achieved in previous assessments on CEDAR, and on the Subject TAG spreadsheet.

Authenticating evidence

D. Authenticating evidence

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

- Grades generated from assessments performed under supervision will be used, to ensure that teachers 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.
- 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.

Confidentiality, malpractice and conflicts of interest

Confidentiality

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. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- 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.
- Relevant details from this policy, including requirements around sharing details of evidence and the confidentiality requirements, will be shared with parents/carers, and this policy will be shared with all students and parents.

Malpractice

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.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- 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; and
 - 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.

Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- 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 to separate duties and personnel to ensure fairness in later process reviews and appeals.

Private candidates

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

A. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- Our arrangements for awarding grades to Private Candidates are identical to the approaches utilised for internal candidates, except grades will only be available for the April and May assessments.
- Private candidates will not have had the opportunity to sit the internal assessments that our internal students have completed over the last two years. However, we will make arrangements for private candidates to attend college to sit the remaining two internal assessments in April and May, alongside our internal candidates. Private candidates will be graded on the basis of their performance in those two assessments. Private candidates will be withdrawn if they do not attend for these assessments.
- Private Candidates for the college this year do not have NEA applicable to any of their subjects.
- 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.
- 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 will be excluded from our analysis.

External Quality Assurance

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. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- 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.
- Where possible, student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- For 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, ie assessments completed before April 2021, grades will be available from the CEDAR markbook.
- 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.

Results

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. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A Level 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/carers and students have been made aware of arrangements for results days.

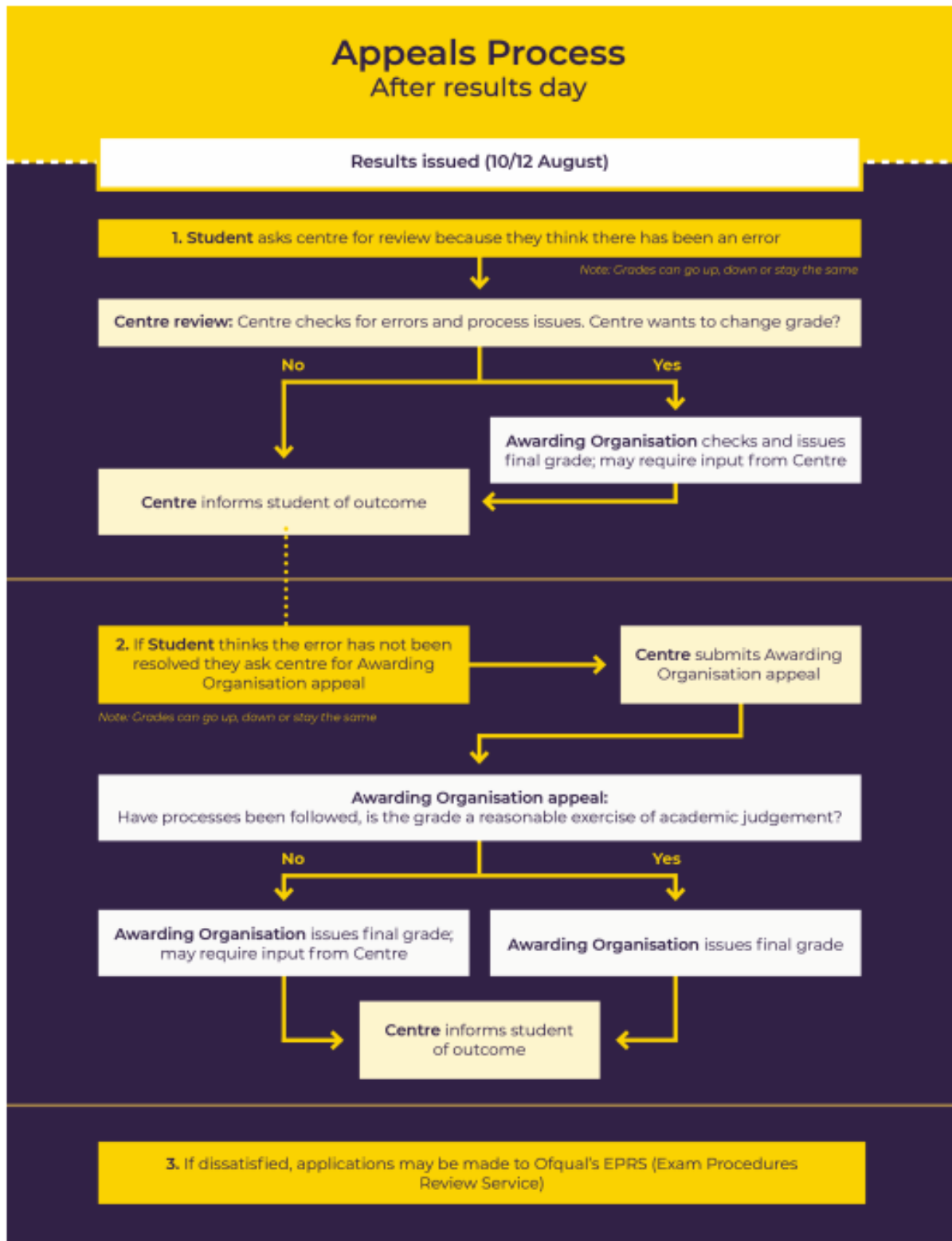
Appeals

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. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- 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**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- 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.
- Learners will be appropriately guided as to the necessary stages of appeal before their leaving date.
- Appeals can be submitted by the college, on behalf of students, based on evidence that the college has not followed this Centre Policy.
- Appeals submitted to the exam board can result in a grade decreasing, increasing or staying the same.
- The Trust's Complaints Policy has been updated to reflect that complaints/appeals specifically in relation to TAGs awarded this summer will be dealt with in their entirety through the review and appeals process set out by JCQ (detailed below).
- Students will initially complete an online form to request a review to check that there has been no clerical error, or that the Centre Policy has been followed in generating and submitting their grade. In the event that this type of error has occurred, the college will submit an appeal on behalf of the student. In the event that a student is dissatisfied with the outcome of the clerical check, they will be asked to submit a second online form in order to give details of the evidence that the Centre Policy has not been followed in generating and submitting their grade. This will be forwarded to the relevant exam board(s) by the college, along with the college's evidence to support the grade submitted. The exam board will decide to increase the grade, decrease the grade, or leave the grade unchanged.
- 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 via email and on the college website.



Applied General Qualifications

BTEC QCF qualifications

Qualification level Teacher Assessed Grades will be calculated using internal spreadsheets that take into account each unit grade achieved. Teaching staff will enter all units completed. For the minimum units required the highest grade units will be selected, meaning that all students benefit from the 'unit reduction' application set out by the exam board.

Where students have been disadvantaged due to the pandemic there is an opportunity for subject staff to increase the overall grade generated by the grade calculator. The 'alternative sources of evidence list' provided by Pearson must be used if staff are increasing the overall TAG. A rationale must be provided on the BTEC TAG Subject spreadsheet.

Heads of School and Senior Links will be responsible for Quality Assuring all cases where there has been a grade increase. Quality Nominees will sample all subjects for quality assurance purposes.

TAGs will not be shared with students until the official results day, 10 August. Unit grades are shared with students throughout the course.

Further information on Appeals will be updated after the exam board have released this.

WJEC Applied Diploma in Medical Science Teacher Assessed Grades

Only students at New College Bradford are currently entered for this qualification.

Most of the weighting of the TAG will be on year 13 work - units 4 and 5 (in-line with WJEC expectations set in August 2020 - see link to document: [Awarding our Level 3 Applied Certificates and Diplomas in Summer 2021 \(eduqas.co.uk\)](https://www.eduqas.co.uk) (option 1).

We will use evidence from Unit 2 (Year 13) where it supports a student grade.

The evidence used to calculate a student's TAG is based on:

1. Cedar 4 – Unit 1 Exam Paper with pre-release case study (High level of control).
This exam has been marked by the class teacher and the quality of marking of a sample of papers assessed by another teacher, currently teaching the Medical Science Certificate to ensure that marking remains consistent, robust, and fair.

Grades were awarded based on the grade boundaries for the Unit 1 papers sat in 2017-19.

2. Cedar 5 - Unit 4 Exam Paper. (High level of control).
The exam paper has been modified to ensure that there are no questions relating to parts of Unit 3 that have not been taught.
This exam has been marked by the class teacher and the quality of marking of a sample of papers assessed by another teacher, currently teaching the Medical Science Certificate to ensure that marking remains consistent, robust, and fair.

Grades were awarded based on the grade boundaries for the Unit 6 papers sat in 2018-19.

3. Unit 5. (High level of control). The controlled assessment completed for this unit was marked by the class teacher against the published criteria. The quality of marking of a sample was assessed by another teacher, currently teaching the Medical Science Certificate to ensure that marking remains consistent, robust, and fair.

Grades were awarded based on the grade boundaries for the Unit 5 controlled assessment in 2018-19.

4. Unit 4. (High level of control). The controlled assessment completed for this unit was marked by the class teacher against the published criteria. The quality of marking of a sample was assessed by another teacher, currently teaching the Medical Science Certificate to ensure that marking remains consistent, robust, and fair.

Grades were awarded based on the grade boundaries for the Unit 4 controlled assessment in 2018-19.

WJEC Criminology Diploma Teacher Assessed Grade

Most of the weighting of the TAG will be on year 13 work - units 3 and 4 (in-line with WJEC expectations set in August 2020 - see link to document: [Awarding our Level 3 Applied Certificates and Diplomas in Summer 2021 \(edugas.co.uk\)](https://www.edugas.co.uk) We will use evidence from Units 1 and 2 where it supports a student grade (option 2b).

The evidence used to calculate a students' TAG is based on:

1. Cedar 4 - partial Unit 3 Controlled Assessment - focusing on AC3.1 and AC3.2. High level of control
This assessment has been standardised and moderated with teachers internally within a college and with colleagues across the Trust to agree the internal grade boundaries and ensure that marking remains consistent, robust, and fair.
At New College Pontefract only: Two classes of students sat the whole controlled assessment in December 2020, in this case they have been awarded a cedar 4 grade based on AC3.1 and AC3.2 only, however, to ensure consistency and fairness if a students' overall grade for the Unit 3 CA is higher, the higher grade has been awarded.
2. Cedar 5 - Unit 4 Exam Paper. High level of control.
The exam paper has been modified to ensure that there are no questions relating to AC3.3 and AC3.4. WJEC removed AC3.3 to reduce the volume of content required to teach in 2020-2021 and teachers within the NCLT Trust also reduced the content due to the internal assessment being brought forward to May 20th, 2021 (exam was originally scheduled for Tuesday 15th June).
This assessment has been standardised and moderated with teachers internally within a college and with colleagues across the Trust to agree the internal grade boundaries and to ensure that teacher marking remains consistent, robust, and fair.
3. Student preparation materials for the unit 3 controlled assessment and Cedar 'working at grades' - low level of control

4. Unit 2 progression exam (where it supports a grade). Medium level of control
5. Unit 1 controlled assessment (where it supports a grade). High level of control

CACHE Childcare and Education – Teacher Assessed Grades process in accordance with [NCFE Policy for Awarding Grades April update](#)

1. Staff to log **actual grades** for this qualification in most instances.
2. Unit 16 - has been adapted already by the awarding body. All placement hours are to be logged by assessor and checked by LIV. (Page 5, 6, 12 of NCFE policy)
3. Each unit, including unit 16 should have an IQA record, to show that the IV process has been completed, for quality assurance purposes. These records should be stored on file by the LIV and made available for HOS and centre QN to review. The IV process determines that all grades for actual work are correct. (Page 12 of NCFE policy)
4. Course unit trackers must be completed by all staff and emailed to HOS and LIV. Any TAG that has been awarded must be highlighted on the tracker, with a rationale why the TAG is being awarded and what evidence has been used.
5. A TAG can be awarded to an individual student who has not been able to complete all of the expected work. Staff should **NOT give a calculated grade** for this learner. Staff should meet to discuss what evidence could be used from other units or what evidence needs to be created to meet the grade. Staff will discuss the grade, intended for the TAG unit, using the quality of the evidence. This will need to be documented in meeting min and on a CACHE TAG spread sheet (sent to LIV and HOS when completed) Page 9
6. All staff to review guidance from NCFE, **Approach to Awarding for 2020-21** explaining what a TAG is and is not. (Page 13 of NCFE policy)
7. HOS to QA all student TAG evidence, that it is adequate, before grades are authorised.
8. LIV and HOS should view the training video and supplementary documentation on how to log grades on the Cache portal and complete this together by **18th June**
9. TAG Strategy Form to be submitted by QN and Head of Centre by **7th May**