

# Teacher Assessed Grading Strategy Form

This form will take approximately 15 minutes to complete.

The form should be completed by the Head of Centre as a statement of compliance to confirm that you have policies and procedures in place for the delivery of Teacher Assessed Grades (TAGs) for NCFE qualifications in 2021.

The questions asked within this form are intended to provide a summary of your TAG Strategy and will be reviewed as part of our external quality assurance process.

Guidance on how to complete this form can be found here <https://www.qualhub.co.uk/media/17470/guidance-on-completing-the-teacher-assessed-grading-strategy-form.pdf>.

Your TAG Strategy must be available for review on request. If you have an existing policy in place in relation to TAGs for GQ qualifications this can be used to support your TAG Strategy for NCFE.

If you do not have an existing policy in place in for TAGs you should ensure that all relevant centre documentation is updated to reflect the TAG process.

This form needs to be completed and submitted to NCFE no later than the 7th May 2021.

## Centre Details

1. Centre number \*

2. Centre Name \*

The Wells Academy

## Head of Centre Details

### 3. Head of Centre Name \*

Mr Marcus Shepherd

### 4. Head of Centre email address \*

*(Please ensure this is spelt correctly as this is how NCFE will notify you of the outcome of this TAG strategy review)*

mshepherd@thewellsacademy.org

### 5. Head of Centre contact telephone number \*

0115 748 3390

## Roles and Responsibilities

Your TAG Strategy must provide details of the roles and responsibilities of personnel within your centre involved in the TAG process.

### 6. Roles and responsibilities of personnel within the centre including the Head of Centre, Assessors, and Internal Quality Assurers are defined in relation to the TAG process. \*

Yes

No

### 7. Please describe any changes to roles and responsibilities made in response to the TAG process. \*

The member of staff in charge of vocational subjects continues to act as quality lead across subjects and support IQA.

Standardisation activities have been scheduled as required for subject IQAs. Standardisation remains subject specific and as we deliver one course cross-curricular standardisation is not required.

The Examination Officer has the additional responsibility of entering TAG grades onto the NCFE portal following IQA sign off.

## Training, Support and Guidance

The Head of Centre is responsible for ensuring training, support and guidance is provided to centre staff. This includes the need for specific training and support for staff awarding TAGs for qualifications which are not normally internally assessed.

8. Centre-based training will be in place for all Assessors determining TAGs \*

Yes

No

9. All staff determining TAGs will receive specific training on how to achieve objectivity in their decision-making \*

Yes

No

10. Please give details of the training to be given in relation to TAGs. \*

A schedule of training will be run to review Ofqual/JCQ Guidance and NCFE TAG processes:

Training will include:

Marking students work.

Holistic decision making for CAG's including reviewing worked examples on making holistic decisions.

Bias training.

Grading training.

Authentication of students work.

Malpractice/maladministration training.

Where bias is detected, additional training and support will be offered.

11. Specific arrangements are in place to support Assessors for those qualifications which are not normally internally assessed. \*

Yes

No

## Appropriate Evidence

TAGs should be determined by balancing appropriate evidence as documented in NCFE's Quality Assurance Policy for Alternative Awarding Arrangements 2020-21.

12. Assessors making judgements for TAGs will follow NCFE guidance. \*

Yes

No

13. All learner evidence and associated documentation used to determine TAGs will be retained and be made available for the purposes of external quality assurance and appeals. \*

Yes

No

14. Please provide a summary of your TAG Strategy in terms of :

1. Assessment materials for TAGs (e.g. assignment briefs & sample papers)
2. Collection of evidence for TAGs (e.g. formative assessment & summative assessment)
3. Selection of evidence for TAGs (e.g. validity and reliability of evidence) \*

We currently undertake one NCFE Qualification, Level 2 Technical Award in Graphic Design.

To make decisions we will use the Unit 1 and Unit 2 banked grades from last year.  
We will also use ongoing work from Unit 3.

Tasks for Unit 3 will be assessed against the learning briefs and learning outcomes for that unit.

Where, due to disruption caused by covid-19, students have incomplete unit 3 work- the work produced by students will be marked against unit 3 learning objectives without prejudice and a best fit approach taken to grading. This will be considered holistically with the banked grades to make a decision on the students TAG.

Where gaps exist, and where applicable, additional work by the students will be considered to support grading.

Evidence will include:- prior banked Unit 1 and Unit 2 grades, new assessment work for Unit 3, additional evidence where students have gaps in assessment materials due to COVID-19 restrictions.

## Awarding Teacher Assessed Grades

TAGs must be awarded in line with confirmed centre approach and NCFE guidance.

15. A process for awarding TAGs is in place within your centre. \*

Yes

No

16. Is your centre applying TAGs for GQ (General Qualifications)? \*

Yes

No

Not Applicable

17. If 'Yes' to Q16. Do you have a TAG policy in place for GQ in your centre? \*

Yes

No

18. Please outline any changes made to the assessment and internal quality assurance process in your centre in response to TAGs. \*

Assessment timetables have been revised with reference to TAG window and lost learning. This will be differentiated on an individual learner basis as applicable.

IQA strategy has been updated to mirror this and to provide appropriate time for IQA feedback within the TAG window to allow for entry of grades into the portal.

IQA sampling plans have been expanded to allow for a higher percentage of assessment decisions to be sampled, including additional standardisation meetings.

19. We have read and understood NCFE and Ofqual guidance in regard to learner eligibility for TAGs in 2021. \*

Yes

No

20. Only learners who are eligible, in line with NCFE and Ofqual guidance, will be awarded a TAG in 2021. \*

Yes

No

## Internal Quality Assurance

The purpose of internal quality assurance is to provide Assessors and learners with confidence in the TAGs awarded, to ensure fairness, objectivity of decisions, and consistency in the application of assessment.

21. An internal quality assurance process is in place in relation to TAGs for both internal and external assessments. \*

Yes

No

22. Please provide a brief summary of your Centre's arrangements for internal quality assurance in regard to TAGs including standardisation within and across sectors. \*

- 1) Meetings to occur between Assessor, IQA and SLT to discuss the TAG process and timelines. Assessment and IQA to undertake standardisation meetings.
- 2) Subject IQA's to work with assessors prior to submitting assessment of TAG's to discuss reliability, validity, sufficiency, and currency of evidence in standardisation process.
- 3) At Wells we teach one NCFE subject (Level 2 Technical Award in Graphic Design).
- 4) Assessors complete assessment of evidence, including grading and feedback.
- 5) Subject IQA's sample evidence on sampling plan, providing feedback and actions regarding assessment decisions and application.
- 6) SLT to review and feedback on documentation.
- 7) IQA feedback provided with a commentary and applicable actions presented to assessor.
- 8) Assessor makes changes to assessment decisions based on IQA.
- 9) IQA signs off completed action.
- 10) Assessor submits grades to exams officer for input into NCFE portal.

## Comparison of Teacher Assessed Grades for results of previous cohorts

Centres as part of the internal quality assurance process should consider historical data in relation to the awarding of TAGs in 2021.

23. Internal processes are in place and evidence retained, to ensure a comparison of TAGs at qualification level for previous cohorts are taking place, including:

- details of the approach to be taken if TAGs are viewed as overly lenient or strict compared to results in previous years.

- details of any cohort changes that may impact on alignment to grades in previous years. \*

Yes

No

## Access Arrangements and Special Considerations

Centres should consider their access arrangements and special considerations policy in relation to the awarding of TAGs in 2021.

24. An approach to applying Special Considerations for TAGs is in place. \*

Yes

No

25. Special considerations will be applied in line with the NCFE's Quality Assurance Policy for Alternative Awarding Arrangements 2020-21 document. \*

Yes

No

## Addressing Disruption/Differential Learning Loss

Centres need to consider disruption and differential learning loss in the collection of evidence used to award TAGs 2021.

26. TAGs will be determined based on evidence of the learner's demonstrated knowledge and skills. \*

Yes

No

27. Please provide a brief summary of how you have addressed disruption / differential learning loss in relation to TAGs. \*



Face to face disruption has occurred between March 2020-September 2020 and January 2021-March 2021. In addition students have been impacted by bubble closure due to localised outbreaks between September 2020 to December 2020.

Remote learning provision has been provided. This was distanced March 2020-September 2020 and live online lessons January 2021- March 2021. Engagement to this has been variable between students and has been impacted by deprivation barriers.

Learner assessment plans are reflected upon and updated to address individual learner outcomes and target key areas of learning loss and disruption.

Assessment submission dates have been revised with regards to lost learning time and assessment scheduling with TAG deadlines incorporated.

Assessment materials have been used. Adaptions are reviewed on a student-by-student basis and these are documented.

## Objectivity

In determining TAGs, staff need to fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

28. An approach is in place to consider sources of unfairness and bias and how to minimise bias in assessment. \*

Yes

No

## Recording Decisions and Retention of Evidence and Data

It is required that centres maintain records that show how the TAG process has operated, including the rationale for decisions in relation to awarding TAGs. This includes any evidence of previous result data used in the TAG process.

29. Evidence will be retained for the purposes of external quality assurance review and potential appeals, in line with data protection legislation. \*

Yes

No

## Authenticating Evidence

Centres must ensure that all learner evidence used for the awarding of TAGs 2021 is authenticated.

30. Mechanisms are in place to ensure that Assessors & Internal Quality Assurers are confident in the authenticity of learner evidence, and a process is in place for dealing with cases where evidence is not thought to be authentic. \*

Yes

No

## Confidentiality, Malpractice and Maladministration, and Conflicts of Interest

Centres must ensure that confidentiality, malpractice and maladministration and any conflicts of interest are addressed throughout the awarding of TAGs 2021.

31. We confirm that Assessors will not disclose TAGs to learners, parents, or any other third parties until these are confirmed by NCFE. However, details of what evidence has been used to arrive at the TAG could be shared with learners. \*

Yes

No

32. A policy is in place in regards to recording malpractice and maladministration in relation to TAGs. \*

Yes

No

33. A policy is in place in regard to recording and responding to allegations of Conflict of Interest in relation to TAGs. \*

Yes

No

## External Quality Assurance

Centres must ensure that all requests from NCFE are complied with.

34. Requests from NCFE or the regulator for access to evidence, premises, records, information, learners and staff for the purpose of external quality assurance or other monitoring activities will be complied with. \*

Yes

No

## Appeals

Centres must ensure they have an appeals policy in place for the awarding of TAGs 2021.

35. Arrangements are in place to conduct centre reviews of appeals and to support appeals in line with both JCQ and NCFE guidance. \*

Yes

No

## Head of Centre Declaration

36. I confirm I have supporting evidence available for each learner that underpins a judgement and supports the award of a TAG \*

Yes

No

37. I confirm that all questions within this form have been answered accurately to the best of my knowledge. \*

Yes

No

38. I confirm that I am happy to be contacted by NCFE in regards to any queries resulting from submission of this form. \*

Yes

No

39. I understand that submission of TAGs to NCFE shall not be undertaken until approval of the centre TAG Strategy has been confirmed by NCFE. \*

Yes

No

40. I can confirm that all TAGs have been reviewed by the relevant head of department or equivalent or, where there is no such person in such a role, the head of centre or equivalent. \*

Yes

No

41. Do you run Functional Skills Qualifications? \*

Yes

No

42. Head of Centre Name \*

Mr Marcus Shepherd

43. Date \*

5/7/2021



This content is created by the owner of the form. The data you submit will be sent to the form owner. Microsoft is not responsible for the privacy or security practices of its customers, including those of this form owner. Never give out your password.

Powered by Microsoft Forms |

The owner of this form has not provided a privacy statement as to how they will use your response data. Do not provide personal or sensitive information.

| [Terms of use](#)