

Teacher Assessed Grades 2021 – A Summary Document



A summary of Loreto Sixth Form College's procedures for students, parents/carers and staff

This document contains information on:

1. Processes used to determine and quality assure all Teacher Assessed Grades (TAGs)
2. Assessments 1 & 2 (for applicable subjects)
3. Centre Policy and external Quality Assurance
4. Appeals

Glossary and acronyms

Additional Context	Information given by the student, Faculty of Academic Support and a student's Head of Hall which could be relevant to the determination of a TAG.
Assessment Objective	Criteria set by Awarding Organisations (i.e. exam boards) on the skills and types of assessment that must be covered when completing a qualification.
Assessment Record	A collection of work completed by students, which was used to determine the TAG. Work that was included was consistently set, as far as possible, across a cohort of students in a subject. The Assessment Record also included any Additional Context.
Awarding Organisation	The official term for exam boards: AQA, Eduqas, OCR, Edexcel etc.
Centre Policy	Each institution awarding TAGs in Summer 2021 produced and approved a Centre Policy which was uploaded to JCQ.
EAA	Exam Access Arrangement, allows candidates with specific needs to access an assessment such as an exam without changing the demands of the assessment and protects the integrity of the assessment.
JCQ	Joint Council for Qualifications, an umbrella organisation representing all of the Awarding Organisations (i.e. exam boards) who determine and distribute national guidance and procedures for the organisation and implementation of exams.
Priority Appeal	For students applying to Higher Education who did not achieve their firm choice and wish to appeal A level (or other level 3 qualification) results.
Q-TAG	Qualification Teacher Assessed Grade, Pearson's (an awarding organisation) equivalent of a TAG, but used for BTEC qualifications.
SAG	School Assessed Grade, Cambridge's (an awarding organisation) equivalent of a TAG, but used for Pre-U qualifications.
TAG	Teacher Assessed Grade, a grade determined by a teacher based on a student's Assessment Record and additional contextual information.

Key Dates for Students

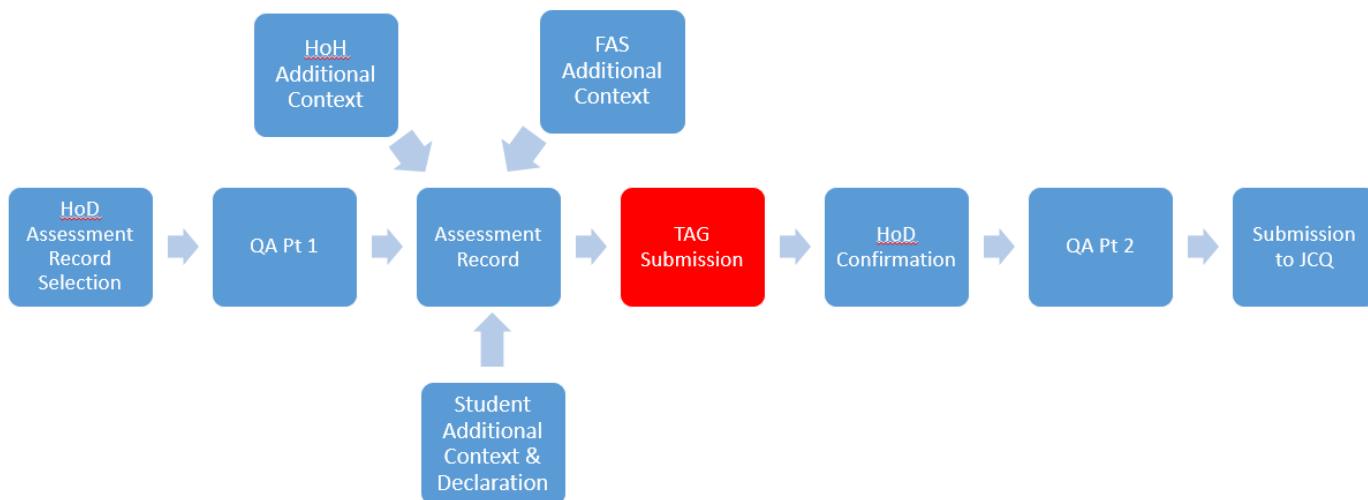
Priority Appeals	
Stage 1 Centre Review to be submitted by students to Loreto College	13 August 2021
Stage 2 Appeal to Awarding Organisation to be with Loreto College by	19 August 2021
Non-priority Appeals	
Stage 1 Centre Review to be submitted by	03 September 2021
Stage 2 Appeal to Awarding Organisation to be with Loreto College by	16 September 2021

A Priority Appeal is for students applying to Higher Education who did not achieve their firm choice and wish to appeal A level (or other level 3 qualification) results. Students will need to supply your UCAS personal ID in addition to other requested information.

All appeals by other students will be taken as a Non-priority Appeal. If you are unsure if you have met your UCAS offer, please contact your Head of Hall as soon as possible.

1. Processes used to determine and quality assure all Teacher Assessed Grades

The process by which TAGs were determined can be simplified into the following diagram:



Selecting the Assessment Record

Heads of Department selected the Assessment Record for a cohort based on work that was consistently set, as far as possible, across a cohort of students in a subject. Heads of Department were also advised that the Assessment Record should cover as broad a range as possible of a subject's Assessment Objectives.

- Where a student had less than five items on their Assessment Record compared to the cohort, alternative work could have been selected to form that student's Assessment Record.

What markbook items were included on Assessment Records were fully visible to students through myLoreto.

Quality Assurance (QA) Part 1

Heads of Department were asked to document their intended department process for determining TAGs to a panel consisting of the Head of Faculty, Assistant Principal: Curriculum, Director of Finance, Resources & Estates, and the Principal. They also explained the Assessment Record and where specification units and Assessment Objectives had not been covered in the Assessment Record.

Each subject being awarded a TAG, Q-TAG or SAG was confirmed by the panel as completing this stage.

Additional Contexts

Heads of Hall, the Faculty of Academic Support and students were asked to declare any context that could be relevant to the determination of a TAG.

- Heads of Hall considered if students had declared any circumstances to them that in a 'normal year' we would consider application for 'Special Consideration'. The JCQ guidance can be found here: https://www.jcq.org.uk/wp-content/uploads/2020/09/Guide_to_spec_con_process_2021_FINAL.pdf
- The Faculty of Academic Support indicated the first date at which either EAA or intervention was granted to the student.
- All students were given the opportunity to declare any circumstances to their teachers, by subject, which they considered relevant.

The internal College system for recording TAG decisions did not allow a TAG to be submitted by the teacher until they had acknowledged the Additional Context.

The Assessment Record and recording TAG decisions

The College used a single system to record TAG decisions and display the Assessment Record to staff. The key features of this system are:

- Assessment Record is clearly visible
- The existence of Additional Context is clearly visible and has to be acknowledged by staff submitting TAGs
- Every TAG is individually submitted and confirmed by two different members of staff

When determining a TAG, and following Ofqual guidance, teachers considered:

- That a TAG had to be based on evidence
- When the evidence was produced, with an emphasis on work produced later in the course
- What the students were asked to do, for example coursework or work based on exam questions
- How the evidence was produced, with an emphasis on work produced under more controlled conditions

Staff were asked to consider the relative emphasis of work within the Assessment Record and the impact on the TAG. Each TAG was individually submitted by a teacher, and then individually confirmed by a separate teacher, normally the Head of Department. **The system for recording TAGs did not allow any individual TAG to be finalised without separate teachers submitting and confirming.**

Quality Assurance (QA) Part 2

All departments submitting TAGs completed this stage with a panel of Head of Faculty, Assistant Principal: Curriculum, Director of Finance, Resources & Estates, and the Principal confirming the TAGs awarded at a course level. The process included an examination of:

- Results of Assessments 1 & 2
- TAG profile vs. 2017-2019 results
- Value-added data for cohorts, including for demographic groups of students to check for bias

Where grade profile of value-added data suggested a significant difference to the 2017-2019 results, Heads of Department provided a rationale, based in evidence, as to why this is.

Each subject being awarded a TAG, Q-TAG or SAG was confirmed by the panel as completing this stage.

Submission to JCQ

The TAG system allowed for appropriate staff to easily and accurately handle TAG data for uploading to exam boards. All data uploaded was checked prior to submission.

Following JCQ guidance, the Head of Centre (i.e. the Principal) completed a declaration that the College had followed a robust and ethical process in awarding TAGs.

2. Assessments 1 & 2

Subjects that normally have external assessment (i.e. exams) provided students with an opportunity to sit two assessments. These assessments were prepared, completed, marked and graded following a rigorous process. Much like how Awarding Organisations set and mark exam papers, departments standardised and moderated their marking. Departments incorporated as much 'blind marking' as they could to ensure that scripts were marked fairly.

Students were told in March 2021 (by email and also through myLoreto) which aspects of their specifications could be covered in both Assessment 1 and 2. Furthermore, the teaching of new content to students was completed towards the end of March to allow time for revision. Students were given general feedback on Assessment 1 prior to Assessment 2.

Students who could not complete Assessment 1 and/or 2 due to reasons of self-isolation were contacted by the College to agree arrangements.

Results of Assessments 1 and 2 became visible to students on Monday 7th June.

3. Centre Policy and external Quality Assurance

All institutions submitting TAGs were required to produce and submit a Centre Policy to JCQ outlining their processes.

Loreto College's Centre Policy was approved by Governor's prior to being submitted to JCQ and can be found on myLoreto and the College website. All staff who submitted and confirmed TAGs read and acknowledged the Centre Policy.

JCQ confirmed to the College that the submitted policy met their requirements.

All institutions submitting TAGs were sampled for a selection of work by Awarding Organisations. The work submitted was reviewed by an experienced subject specialist within the Awarding Organisation.

4. Appeals

JCQ have outlined a two-stage appeals process. Please note that an appeal can have three possible outcomes:

- Your original grade is **lowered**, so your final grade will be lower than the original grade you received.
- Your original grade is **confirmed**, so there is no change.
- Your original grade is **raised**, so your final grade will be higher than the original grade you received.

All students should note that there is an opportunity to resit qualifications with examinable content in the Autumn term.

There are two types of appeal – priority and non-priority. Priority appeals are for students who have not attained their firm choice of university.

Stage 1 Centre Review – Summer 2021 Qualification Appeals Procedure

The first stage will be handled by Loreto College. Students will have to choose from one or both of two options:

- 1) Administrative Error by the College
For example, a mistake was made in submitting the grade to the exam board.
- 2) Procedural Error by the College
There was a failure to follow the process, for example a single teacher submitted and confirmed the grade.

Students will have to provide a short explanation of what they believed went wrong and how they think this impacted their grade.

The College will inform a student of the outcome of the Stage 1 Centre Review.

Deadlines for Stage 1:

- Priority – 13 August 2021
- Non-priority – 03 September 2021

Students can launch Stage 1 Appeals (Centre Review) through either *Exams* page on the College website, or through *myLoreto*. The College will first inform students of the outcome by email and then on a student's Log page.

Stage 2 Appeal to Awarding Organisation

A Stage 2 appeal must be submitted to Loreto College who then must submit it to the Awarding Organisation. Students will select the grounds for appeal from the following and provide an explanation and evidence to support:

- 1) Administrative Error by the Awarding Organisation
- 2) Procedural issue at centre not addressed at Stage 1
 - a. Procedural Error
 - b. Issues with access arrangements / reasonable adjustments and/or mitigating circumstances
- 3) Unreasonable exercise of academic judgement
 - a. Selection of evidence (i.e. the Assessment Record)
 - b. Determination of the TAG

Please note that the Awarding Organisation will **only consider if a reasonable judgement has been made**, *not if a different reasonable judgement could have been arrived at.*

The Awarding Organisation will inform the College of the outcome who will then inform the student.

Deadlines for Stage 2:

- Priority – 19 August 2021
- Non-priority – 16 September 2021

Stage 2 Appeals can only be started by students who have completed Stage 1. Information on how to make a Stage 2 Appeal will be available in the email sent to student with the outcome of Stage 1.

The College will first inform students of the outcome by email and then on a student's Log page once we have received the outcome from the Awarding Organisation.

JCQ rules state that students/parents/carers **cannot**:

- directly appeal to an Awarding Organisation.
- go straight to Stage 2 without having first completed Stage 1.

Loreto College further states that:

- all appeals will be facilitated through the MS Form available on the College website & myLoreto
- any attempt to appeal directly to a teacher, Head of Hall or any other member of staff will not be taken as a request to an appeal – students must use the MS Form to lodge an appeal as indicated in the previous bullet point.
- using false information, offensive language or undue pressure could be construed as malpractice and may be investigated by both the College and the Awarding Organisation with the result that a student may not receive a grade.