

Guidance on completing the teacher assessed grading strategy form

Version Control

This is version 2.0 of the guidance on completing the teacher assessed grading strategy form. Updates to this version are highlighted.

Update history (Version 2.0 – 29 April 2021)


Key guidance points:

- 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 form should be completed at centre level and not per individual department or sector.
- 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.
- 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 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 7 May 2021.
- Please ensure that you retain a copy of your completed responses.

Section 1 - Centre Details

1. Centre Number *

Please state your NCFE Centre number. (e.g. 012345)

2. Centre Name * 

Please state the name of your centre as registered with NCFE. (e.g. The City Academy).

Section 2 - Head of Centre Details

3. Head of Centre Name *

Enter your answer

Please state the name of your Head of Centre. This should be the person who has overall responsibility for the teacher assessed grading process in your centre (e.g. Ms Jane Smyth)

4. Head of Centre email address *

Enter your answer

Please state the email address for the Head of Centre. This will be the email address NCFE will use to contact your centre in relation to the teacher assessed grading process. (e.g. JS@TCA.uk)

5. Head of Centre contact telephone number *

Enter your answer

Please state the contact phone number for the Head of Centre. This will be the phone number NCFE will use to contact your centre in relation to the teacher assessed grading process.

Section 3 - Roles and Responsibilities

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

Please select Yes or No to indicate that the roles provided have been defined within your centre policies in relation to teacher assessed grades. This may be, for example, documented within an organisation chart.

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

Enter your answer

Please summarise any changes which have been made in terms of staff roles and/or staff responsibilities in response to your centre's teacher assessed grading process (e.g. SLT have taken on additional IQA responsibilities in this session).

Example answer:

The SLT has taken on additional roles to act as quality leads across subject areas for the duration of the TAG process. SLT have additional responsibilities in coordinating IQAs in each subject area.

Where past external assessment papers are potentially to be used as TAG evidence, Assessors have taken on the additional responsibility of marking learner responses and relating these to TAG evidence. Subject area IQAs have taken on the additional responsibility of sampling Assessor grading and mapping in this instance.

Where Assessors are less experienced, they have been monitored and mentored by an experienced colleague.

Additional standardisation activities as required have been scheduled into the responsibilities of subject IQAs. Standardisation has been subject-specific and cross-curriculum to ensure parity of grading.

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

Section 4 - Training, Support and Guidance

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

Yes

No

Please select Yes or No to indicate if all Assessors will receive additional training regarding your centre's teacher assessed grading process. (e.g. Assessor familiar with timeline and concepts involved in awarding teacher assessed grades).

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

Yes

No

Please select Yes or No to indicate if all staff involved in awarding teacher assessed grades will receive training that ensures objective grading of evidence. (e.g. avoidance of bias, understanding of evidence requirements).

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

Enter your answer

Please summarise any training planned which will support understanding of the teacher assessed grading process. (e.g. training sessions planned with all departments in avoidance of bias prior to awarding of teacher assessed grades).

Example answer:

Staff training and inset is scheduled to review Ofqual guidance and NCFE/CACHE TAG processes.

We will discuss training materials & evidence requirements (including any EQA / NCFE feedback) in weekly meetings between Assessors / IQA and SLT. A weekly CPD slot will be used to explore objective assessment approaches including avoidance of bias.

For example, where Expert Witness Testimonies (EWT) have been used as a revised method by our centre, a standardised and consistent approach with regards planning, documenting and IQAing has been taken forward.

Where bias is detected additional training and individual support will be provided to ensure parity across the range of qualifications offered.

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

Yes

No

Please select Yes or No to indicate if arrangements are in place to ensure that teacher assessed grades can be awarded for those qualifications which are not normally subject to internal assessments (i.e. qualifications which are normally awarded based on external assessments only – for example, Functional Skills)

Section 5 - Appropriate Evidence

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

- Yes
- No

Please select Yes or No to indicate that all Assessors awarding teacher assessed grades will have read, and be working within any guidance issued by NCFE (e.g. Assessors will read published guidance, engage in discussion with IQA and EQA, undertake processes as applicable).

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

Please select Yes or No to indicate that all learner evidence and associated documentation will be retained. All materials must be retained into the 21/22 session to ensure compliance. (e.g. learner work, teacher feedback, assessment tracking documents, IQA records).

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) *

Enter your answer

Please summarise your centres approach regarding the 3 stated areas. This does not have to be an exhaustive commentary but should state key points and examples against each area. (e.g. assignment briefs have been modified to identify learning outcomes across units to define evidence that will support teacher assessed grades. Past external assessment papers will be completed by learners to provide supporting evidence for teacher assessed grades).

Example answer:

1. Where completed internal assessment of Learning Outcomes is not complete assignment briefs and tasks have been modified to indicate coverage across units to identify and define evidence drawn from other units. Past & sample NCFE external assessment papers have been identified and discussed for applicability in terms of providing coverage of evidence at Learning Outcome level.
2. Evidence will include – summative assessment at LO level, formative assessment examples, past/sample external assessment papers. Additional portfolios of learner evidence will be collected by the assessor based on identified areas of incomplete evidence.

3. Assessors and IQAs will identify areas of evidence that are incomplete on a learner-by-learner basis (including reference to any published adaptations). Additional collected evidence will be discussed in terms of validity, reliability, sufficiency, and currency.

Section 6 - Awarding teacher assessed grades

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

Yes

No

Please select Yes or No to indicate if a process for awarding teacher assessed grades is in place in your centre (e.g. responsibilities of Assessors and IQAs are defined in relation to teacher assessed grading, training is planned, guidance has been followed) which will allow TAGs to be fairly awarded.

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

Yes

No

Not Applicable

Please select Yes or No to indicate if your centre is applying for GQ teacher assessed grades.

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

Yes

No

Please indicate if your centre has produced a teacher assessed grading policy in line with GQ guidance.

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

Enter your answer

Please summarise any changes made to assessment and IQA process in response to teacher assessed grading 2021. This does not have to be an exhaustive commentary but should state any key areas which have been modified (e.g. sampling strategies have been revised to ensure that IQA takes place within the teacher assessed grading submission window, additional meetings between Assessors and IQAs have been scheduled).

Example answer:

1. Assessment timetables have been revised with reference to the TAG window & lost learning. This will be differentiated on an individual learner basis as applicable.
2. IQA strategy has been updated to mirror these dates and provide appropriate turnaround time for IQA feedback to assessors within the TAG window to allow for entry of grades onto the NCFE portal.
3. The IQA sampling plans have been expanded to allow for a higher percentage of assessment decisions to be sampled and additional standardisation meetings between subject IQA and Assessors have been scheduled.

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

Yes

No

Please select Yes or No to indicate if all guidance for learner eligibility has been read. All staff involved in the award of TAGs should be aware of and understand published guidance (please see Section 4). You should ensure that any updated guidance from Ofqual and NCFE is disseminated to staff.

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

Yes

No

Please select Yes or No to indicate that only learners who are eligible based on NCFE and Ofqual guidance will be awarded a teacher assessed grade.

Section 7 - Internal Quality Assurance

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

Yes

No

Please select Yes or No to indicate that an IQA process is in place for award of teacher assessed grades (e.g. occupationally competent IQA is in place, standardisation meetings are booked, IQA strategy and sampling plan are documented, IQA feedback to Assessor documentation is available and understood).

Example answer:

In our centre, we are taking a 10-step approach to assessment and IQA in the TAG window, including reference to SLT to ensure consistency across subject areas.

1. Assessors, IQAs and SLT to meet to discuss the TAG process and timelines. Assessors and IQAs undertake ongoing standardisation meetings.
2. Subject IQAs to work with assessors prior to summative assessment of TAG to discuss reliability, validity, sufficiency, and currency of evidence in standardisation sessions.
3. Subject IQAs to work with SLT across subject areas to ensure a standardised approach in terms of evidence and IQA documentation.
4. Assessors to complete assessment of evidence including grading and feedback.
5. Subject IQAs to sample evidence based on sampling plan producing feedback and actions in regard to assessment decisions as applicable.
6. SLT to sample IQA documentation across areas and provide commentary and actions as applicable. Good practice to be disseminated across curriculum areas. Support provided where practice needs improvement.
7. IQAs feedback commentary and applicable actions presented to the assessor (with any changes based on SLT commentary made as applicable).
8. The assessor makes changes to assessment decisions (if applicable) based on IQA actions.
9. IQA signs off completed actions (if applicable).
10. Assessor submits grades to exams officer for input to NCFE portal.

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. *

Enter your answer

Please summarise your centre's approach to IQA in relation to teacher assessed grading 2021. This does not have to be an exhaustive commentary but should state any key areas of IQA process, including details of standardisation within and (as applicable) across subject areas.

Section 8 - Comparison of teacher assessed grades to results for previous cohorts.

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

Please select Yes or No to indicate that you have an internal process in place to demonstrate that previous qualification outcomes have been checked as part of the awarding process. You must also evidence any variations to teacher assessed grades and retain this for EQA review. Examples of this could include learner tracking data, IQA standardisation discussion, IQA feedback to Assessors.

Section 9 - Access Arrangements and Special Considerations

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

Yes

No

Please select Yes or No to indicate that an approach to Special Considerations is in place and understood in relation to teacher assessed grades 2021.

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

Yes

No

Please select Yes or No to indicate that special considerations (as applicable) will be applied in line with NCFE guidance.

Section 10 - Addressing Disruption / Differential Learning Loss

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

Yes

No

Please select Yes or No to indicate compliance with this condition. This indicates that teacher assessed grades will be awarded based on learner produced evidence and not through predicted performance.

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

Enter your answer

Please indicate the amount of learning loss and how your centre has addressed disruption/differential learning loss. This does not have to be an exhaustive commentary but should indicate key actions (e.g. remote learning was planned and undertaken by all learners during lockdown, additional sessions have been put in place to gather assessment evidence following return).

Example answer:

- Face to face teaching and learning has been reduced by 35% over the period due to COVID restrictions, as a centre we have been proactive in ensuring remote learning has been put in place across the cohort, adapting to suit all, with additional 121 time allocated when necessary.
- Remote learning was put in place and undertaken by learners during lockdown. Following the return to the centre, additional sessions have been put in place to gather evidence based on time lost with reference to GLH and TQT.
- Learner assessment plans have been updated to address individual learner circumstances 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 the TAG window.
- Assessment materials have been reviewed and revised to provide maximum available evidential coverage with reference to published adaptations in each subject. Where practical elements of the relevant courses have had to be reduced the relevant adaptations have been referred to and applied.

Section 11 - Objectivity

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

Yes

No

Please select Yes or No to indicate that an approach is in place within your centre to ensure the objectivity of the assessment. (Please also see 8).

Section 12 - Recording Decisions and Retention of Evidence and Data

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

Yes

No

Please select Yes or No to indicate that evidence will be retained in line with Data Protection Policy (e.g. Centre Data Protection Policy is current and reflects storage of evidence to support TAGs into 21/22 session).

Section 13 - Authenticating Evidence

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

Please select Yes or No to indicate that you have an authentication process in place (e.g. learners and assessors sign and date submissions of evidence) and that it ensures that any issues with regards to authentication are investigated and resolved (e.g. a documented malpractice/maladministration policy is in place within the centre).

Section 14 - Confidentiality, Malpractice & Maladministration and Conflicts of Interest

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

Please select Yes or No to indicate compliance. Teacher assessed grades should not be disclosed until they are confirmed by NCFE following EQA.

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

*

Yes

No

Please select Yes or No to indicate compliance. Please see also 13. Your centre malpractice/maladministration policy should be documented and updated to reflect the teacher assessed grading process as applicable.

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

Yes

No

Please select Yes or No to indicate compliance. Your centre COI policy should be documented and updated to reflect the teacher assessed grading process as applicable.

Section 15 - External Quality Assurance

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

Please select Yes or No to indicate compliance. This will include remote EQA review of teacher assessed grading evidence and documentation.

Section 16 - Appeals

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

Please select Yes or No to indicate compliance. Your centre appeals policy should be documented and updated as applicable in line with TAG 2021 guidance.

Section 17 - Head of Centre Declaration

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

All centres should confirm the above statements in relation to the awarding of teacher assessed grades 2021.

41. Do you run Functional Skills Qualifications? *

- Yes
 No

42. I confirm that I have explored all possible avenues to live test either in-person or remotely and with all available adaptations for the learners being put forward for TAGs. *

- Yes
 No

43. I confirm that I will only enter TAGs for learners who are eligible and have the valid reason of safety concerns as to why they cannot access live assessment . *

- Yes
 No

If the answer is Yes to Q41 the following two questions should be answered in relation to learners being awarded a teacher assessed grade for a Functional Skills qualification.

44. Head of Centre Name *

45. Date *

The Head of Centre is required to sign (by entering their name) and date this section as a confirmation of the declaration being made.