

Teacher Assessed Grades (TAG) Strategy

Accountable Lead: Steph Dingle

Responsible Lead: Nikki Blake

Date(s) of review(s)	Reviewed by	Date of next review
June 2021	SCIL SMT	June 2022
<p>Process for monitoring and evaluation. Monitoring by Management Team with outcomes recorded in notes of meetings and periodic evaluation and review by Management Board.</p>		

This Policy has been developed by Somerset Centre for Integrated Learning (SCIL), the training arm for Support Services for Education (SSE) part of Somerset County Council. All training programmes have a commitment to providing a supportive learning environment which enables all trainees who have chosen to study with SCIL to achieve their full potential.

Teacher Assessed Grades (TAG) strategy

Following the publication of the Vocational and Technical Qualifications Contingency Regulatory Framework (VCRF) in March 2021, and in line with awarding organisation strategies. Somerset Centre of Integrated Learning (SCIL) have written this Teacher Assessed Grades (TAG) Strategy.

Our overall approach

In extreme unforeseen circumstances SCIL look to do everything to mitigate the impact on our Students, Apprentices, Learners and Trainees (SALTs). Our response has been driven by the recognition that our SALTs need continued support, and in some cases more support during these circumstances.

- We have remained committed to supporting learning progress in all our programmes, by adapting delivery methods. For example, moving to 100% virtual delivery and providing individualised support where necessary.
- As a centre SCIL maintains rigour and robustness through regular IQA activity and communication with our Assessors. By working together SCIL is able to provide a holistic learning journey for all our SALTs.

Centre processes towards making judgements

Where it has been approved that TAGs can be used SCIL have developed a robust process to ensure that assessment decisions are fair, reliable and consistent with our awarding organisations overall quality assurance policy. It is the responsibility of the centre lead and lead IQA to identify opportunities for using TAGs.

Karen Shopland (Centre Lead) holds the overall responsibility for ensuring that sufficient content has been taught to ensure that any judgements are made with appropriate supporting evidence. Karen Shopland is supported by:

Stephanie Dingle – Project Manager

Michelle Armstrong – Lead IQA

Nikki Blake – Admin Project Lead

Jade Horgan – Admin Assistant

All relevant personnel will be required to read NCFE 's guidance, watch NCFE TAG guidance webinar and attend relevant meetings.

In partnership with our centres occupationally competent assessors or tutors SCIL will use the following 5 stages in making their grading decisions:

1. **Consider what has been taught** – consider what has already been taught, what has not already been taught, what work have learners completed to show their attainment and to what depth has the content been taught? (Only content that has been taught can be considered when making your decision).
2. **Collect the evidence** – consider what evidence has been collected across the course. This may include homework, portfolio of evidence, internal tests, project work, recordings of practical performance, evidence of work experience/placements, witness testimonies or teacher observations when used in conjunction with other forms of evidence.
 - If during this stage 2 it is found that no evidence has been provided for a component(s) the assessor will prioritise these to enable evidence to be collected. If it is deemed that sufficient evidence is not available, SCIL will consider other evidence that can be used to support the judgement made. For example, using evidence from past learning undertaken. Although it must be authenticated as the learner's own work. **NB: It is not necessary for every aspect of the unit component or specification to be assessed to arrive at a grade. Although the evidence available MUST be sufficient to support our judgment.**
3. **Evaluate the quality of the evidence** – consider the coverage of the assessment objectives and content, authenticity of the evidence, (where group work is used individual learners' contribution should be considered) and what standardisation processes have been applied.
4. **Establish if the available evidence covers everything the student has learnt** – learners should only be graded on their performance in the subject content that there is sufficient evidence for. Evidence can be judged holistically across assessment components. If insufficient evidence is identified, assessors and IQA's will seek additional evidence, ensuring validity, reliability, sufficiency and currency to support the TAG judgement.
5. **Assign the Grade** – grades **MUST** be based on a holistic judgement of the evidence collected of the learner's performance.
 - When making grading judgments SCIL will refer to the Ofqual or awarding organisations guidance to avoid conscious or unconscious bias. Any judgments will also be subject to SCIL regular internal quality

assurance and standardisation processes. SCIL will pay due regard to its reasonable adjustments policy and procedures when making judgements.

Once TAGs have been decided and internal quality assurance and standardisation has been completed the information will be passed to the centre administrator to input the data on the awarding organisation portal.

We will ensure that all centre staff will not disclose TAGs to SALT's, parents, or any other third parties until these are confirmed by the awarding organisation. However, details of what evidence has been used to arrive at the TAG could be shared with SALT's.