

## Q-TAG Policy

### Aims of this Policy:

1. To make it clear the steps that Gordano School must take to ensure that the Q-TAGs they determine for students are sufficiently valid and reliable, subject teams must:

- **Review the specification grading information i.e. unit-level assessment criteria and grade descriptors with the subject teaching team**
  - Subject teams should re-familiarise themselves with the unit criteria for internally assessed units, and (where the qualification includes external assessment) the grade descriptors for the external assessments to get a sense of the learners' performance holistically in order to submit a final Q-TAG.
  - Subject teams should also now consider the grade descriptors of the externally assessed units where external assessment is part of the qualification, and how alternative evidence (where the unit has not been sat, or a resit was intended) could be used to evidence attainment, which can then contribute to the holistic judgement of the Qualification-level Teacher Assessed Grade.
- **Consider what evidence you will have from the content you have taught**
  - Subject Teams will need to consider the coverage of content taught so far, and map out any mandatory (and optional) content that has not yet been covered.
  - Teaching should continue and this should be used to form evidence as required.
  - Subject Teams should consider how you might prioritise outstanding teaching alongside units important for HEI admissions, to enable students to generate evidence that can cover the breadth of the course and so they can progress with confidence.
  - Subject Teams should be able to use delivery and assessment plans to evaluate the situation for each student using Pearson provided templates.
  - By undertaking this review, the teaching team should consider any evidence gaps for individual students and apply for 'further assessment' opportunity between 17<sup>th</sup> – 28<sup>th</sup> May.

- **Collect the evidence**
  - Subject Teams will consider what evidence they have collected across the course of student performance. This can include anything from the common sources of evidence listed in HET's guidance "Q TAG summary".
  - This will include evidence that assesses the student's ability across a representative range of subject content and across the different learning aims.
- **Evaluate the quality of the evidence**
  - There is no set hierarchy of evidence and teachers should judge the evidence they believe to be the most representative of learners' achievements.
  - Coverage of learning aims, authenticity and marking across the content taught should be considered. More recent evidence may be more representative of current performance; however, teachers will need to consider the context in which the work was created and the level of control associated with teaching/assessment.
  - Banked, externally validated evidence will also be used. However, it is important to consider whether a learner may have improved on the original banked grade (with evidence generated) for example in the case of external assessment where a resit opportunity has not been available.
- **Assign a Qualification-Level Teacher Assessed Grade (Q-TAG)**
  - Q-TAGs should be based on a holistic judgement of the evidence of the learner's performance on the qualification content they have been taught at the point of the collection of evidence that will inform the Q-TAG.
  - The formal Q-TAG process should be used as outlined in HET's "Q Tag Summary document".
- **Reflect on your judgement before submission**
  - Holistic judgements should be objective and in consideration of the evidence available.
  - They should also be endorsed via an internal verification process by those on the teaching team, and senior managers (i.e. the Head of Department and Head of Centre).

- 2. To ensure that learners can feel confident in the process their centres have taken to determine their Q-TAG.** Subject Teams should create a Microsoft Forms document that outlines the holistic process of QTAG awarding and allow students to respond.
- 3. To summarise the existing BTEC policies, and confirm that they now also apply in the context of Q-TAG judgements.** All BTEC policies can be found in the Staff Shared Area – BTEC QRM.
- 4. To reflect and incorporate Ofqual's Vocational Contingency Regulatory Framework (VCRF) and Guidance that any Q-TAG is based on appropriate sources of evidence and has gone through an internal quality assurance process (which includes final sense check of outcomes against historical centre outcomes).**
- 5. To ensure that the methodology used to determine the Q-TAG is consistent across centres and sufficiently valid, reliable and does not advantage or disadvantage any group of, or individual, learners.**

In order to do this Gordano School should, for each qualification and student, submit a Q-TAG and Head of Centre Declaration confirming that we have:

- Ensured that all relevant teaching staff (i.e. Assessors, Internal Verifiers, Heads of Department and Heads of Centre) will use the guidance provided by Pearson to confirm the Q-TAG, and refer to supplementary guidance from JCQ and Ofqual where required.
- Ensured that the evidence that has been used for each Q-TAG judgement is sufficiently documented to ensure that it can be explained to the learner or Parent or Carer in the case of Appeals, and to Pearson.
- Take into account previous years' results, if there is a material difference in the results profile expected in 2021, a Centre must be able to explain why its results are significantly out of line with past performance (be that higher or lower).
- Ensured that all assessment evidence is retained in line with Ofqual's Vocational Contingency Regulatory Framework (evidence which is used to support the Qualification-Level Teacher Assessed Grade should be retained until 6 months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later). In some cases, evidence may no longer be available, JCQ has released

guidance on the retention of evidence in these circumstances. Evidence must be made available for the purposes of further external quality assurance or an Appeal.

This will include documentation that demonstrates the above process for the Q-TAG judgement has been followed, i.e.:

- Records of Standardisation of Assessors and Internal Verifiers and other relevant members of staff, in relation to the Q-TAG process and holistic judgements
- Evidence sheets for learners (Existing BTEC templates for actual assessment and
- Pearson will provide a template for documenting alternative evidence)
- The alternative sources of evidence that have been considered
- Any additional Assessment and Internal Verification materials
- Any assessed learner work assessment records
- Records of performance data used for sense check, with explanation for any deviation in the 2021 Q-TAG judgements (if there is a material difference in the profiles expected in 2021).
- Ensured they follow all other policies as set out in our Pearson Annual Centre Declaration signed in 2021, including Pearson Terms and Conditions.
- This includes:
  - Equality and Diversity
  - Safeguarding
  - Health and Safety (including any arrangements for employer Involvement)
  - Special Consideration and Reasonable Adjustment
  - Recognition of Prior Learning
  - Registration and Certification of Learners
  - Assessment
  - Internal verification
  - Plagiarism and Assessment Malpractice
  - Appeals & Complaints