



Pocklington School Foundation

Policy for Determining Teacher Assessed Grades

Summer 2021

1. Purpose

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance [and Pearson guidance on the determination of grades in the case of IGCSE qualifications and BTEC qualifications.]
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support Pocklington School in meeting its obligations in relation to equality legislation.
- To ensure Pocklington School meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/guardians how they will be assessed is clear, in order to give confidence.

This policy should be read in conjunction with:

- Examination Appeals and Enquiries Policy
- Examination Contingency Policy
- Examinations – Disability and Access Arrangements Policy
- Information Governance including Data Protection Policy

2. Roles and Responsibilities

This section outlines those staff at Pocklington School who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Headmaster (Mr Toby Seth)

- The Headmaster (Head of Centre) will be responsible for approving Pocklington School's policy for determining teacher assessed grades.
- The Headmaster has overall responsibility for Pocklington School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.

- The Headmaster will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- The Headmaster will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Deputy Head Academic (Miss Laura Powell)

The Deputy Head Academic, in conjunction with senior leaders (PSMG), will:

- provide training and support to other staff on the processes to be implemented.
- support the Headmaster in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments and the authentication of the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- oversee processes to ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- oversee processes to ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure that a Head of Department Checklist is completed for each qualification that is being submitted by Pocklington School.
- oversee the arrangements for the distribution of results and the post-results support offered to students.

Head of Academic Administration (Mr Phil Donaldson)

The Head of Academic Administration will:

- oversee the collation of current and ongoing assessment data to be used in determining teacher assessed grades, ensuring departments have the information required to make accurate and fair judgments.
- ensure that historical data (internal tracking and external examination outcomes) is collated and provided for use in internal quality assurance processes.
- oversee the collation and review of preliminary teacher assessed grades as part of the internal quality review process.
- oversee the work of the examinations officer in the administration and submission of final teacher assessed grades.
- lead the collation and distribution of grades on results days.

Examinations Officer (Mrs Katie Alvis)

Our Examinations Officer will:

- manage the collation and distribution of information regarding student claims for special consideration.
- be responsible for the administration and submission of our final teacher assessed grades.
- manage the post-results services.

SENDCo (Mrs Lisa Hutchinson)

Our Head of Learning Support (SENDCo) will:

- ensure appropriate details of students requiring access arrangements is accurate and accessible to teachers.
- communicate details of access arrangements to relevant teachers and oversee the provision of these arrangements for assessed work.

Heads of Department

Heads of Departments will:

- provide training and support to other staff in their departments.
- support the Headmaster in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within departments and be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- ensure that assessment evidence for each student is collated, stored securely, and is accessible in the event of external quality assurance requests or student appeals.
- be available to provide students with guidance and support after the distribution of results.

Teachers

Our teachers will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student entered for a qualification.
- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

3. Training, Support and Guidance

This section outlines the training, support, and guidance that Pocklington School will provide to those determining teacher assessed grades this year.

- Teachers involved in determining grades in our centre will attend centre-based training on the grading process, including making objective judgements, to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate, including any single teacher subjects.

4. Use of Appropriate Evidence

This section indicates how Pocklington School will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- In some subjects, we will use student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study.
- We will use records of a student’s capability and performance over the course of study in performance-based subjects such as music, drama and PE.

For Pearson IGCSE qualifications, we will use the following assessment approaches:

| Outline of assessment approach | Yes/No |
|--|--------|
| We will use unseen materials provided by Pearson on the secure release date and will be marked by Pearson. | No |
| We will use unseen materials provided by Pearson on the secure release date and will be marked by our centre. | No |
| We will use unseen materials provided by Pearson (after the release date) taken and supervised in centre and marked in centre. Supplemented with at least two pieces of extra evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment. | No |
| We will use unseen materials provided by Pearson (after the release date) taken in non-supervised conditions and marked in centre. Supplemented with at least two pieces of extra evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment. | No |
| We will use other evidence – including for example the use of past papers, in class tests, homework, and, where relevant, non-examined assessment. | Yes |

We provide further detail in the following areas:

Additional Assessment Materials

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.

- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

Pocklington School will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home, either with or without remote supervision.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

5. Determining Teacher Assessed Grades

This section outlines the approach Pocklington School will take to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be agreed in advance with the Head of Department, in line with guidance from the Deputy Head (Academic), and recorded.

6. Internal Quality Assurance

This section outlines the approach Pocklington School will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions, within and across subject departments.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the cohort, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.

- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the Deputy Head Academic (Miss Laura Powell).
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

7. Comparison of teacher assessed grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades in 2021 at qualification level to results for previous cohorts at Pocklington School taking the same qualification.

This process will be conducted by the Headmaster, supported by the Deputy Head (Academic), Head of Academic Administration and Deputy Head (Staffing and Development).

- We will compile information on the grades awarded to our students in past June series in which exams took place (i.e. 2017 - 2019).
- We will consider the size of our cohort from year to year as well as other variances in their profile (e.g. baseline ability, gender, EAL and SEND profile).
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

This section gives details of the approach Pocklington School will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will include grades from international GCSEs/A levels where these qualifications are offered (History, Computer Science, English Language, English Literature, Mathematics, English as a Second Language), and where we have previously offered these qualifications (Physical Education).
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021 e.g. internal tracking data and reporting grades.

There are no significant changes in our 2021 examination cohorts that will need to be reflected in our comparisons.

8. Access Arrangements and Special Considerations

This section outlines the approach Pocklington School will take to provide students with appropriate access arrangements and take into account mitigating individual circumstances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken, overseen by the SENDCo.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained where possible. Where this is not possible, the reason for this will be recorded and the Head of Department will ensure that this omission is taken into account when grading decisions are made.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers involved in the decision-making process for teacher assessed grades have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

9. Addressing Disruption / Differential Lost Learning (DLL)

This section gives details of Pocklington School's approach to address disruption or differentiated lost teaching.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Where extended absence or disruption has resulted in lost learning for individual students, this will be taken into account when decisions are made about which pieces of evidence should be used as part of the grading process.
- Similarly, we will also consider circumstances where pupils who have not returned to school in person and have continued to learn remotely after March 2021, when decisions are made about which pieces of evidence should be used as part of the grading process.
- We will record, as part of the Assessment Records, how we have incorporated any necessary variations to take account of the impact of disruption to learning for each student.

10. Objectivity

This section outlines the arrangements in place to ensure objectivity of decisions. Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

The Headmaster, Senior Leaders, and Heads of Department will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias;
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;

- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed.

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

11. Recording Decisions and Retention of Evidence and Data

This section outlines Pocklington School's arrangements for recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

12. Authenticating Evidence

This section details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- These will include:
 - The majority of evidence used to determine teacher assessed grades will have been completed under direct supervision.
 - Where work has been completed outside of direct supervision, this will have been supervised remotely wherever possible.
 - Some NEA and other assessed work has been produced through a combination of direct supervision and independent work. In such cases, teachers have discussed pupils' work with them at regular intervals, including asking questions to ascertain that pupils understand the ideas and content of their work and that they have produced it independently.
 - Parents have also been advised of the importance of ensuring that work produced independently is students' own.
 - Comparisons will be made between attainment outcomes for work produced under and without direct supervision, and where significant discrepancies have occurred then this will be considered as part of the final grading process.
 - In rare cases, evidence bases may be adjusted if the authenticity of work cannot be verified.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

13. Confidentiality, Malpractice and Conflicts of Interest

This section outlines the measures in place to ensure the confidentiality of the grades determined by Pocklington School, and to make students aware of the range of evidence on which those grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential. Centralised templates for communicating this information will be provided to departments to assist with this process.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

This section details the measures in place to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.
- All staff involved have been made aware of these policies and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over-direction of students in preparation for common assessments;
 - allegations that centres submit grades, not supported by evidence, and which they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages;
 - failure to keep appropriate records of decisions made and of teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

This section outlines the measures in place to address potential conflicts of interest.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Examinations Officer for further consideration.
- In consultation with the Headmaster and the Deputy Head (Academic), our Examinations Officer will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).

- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

14. Private Candidates

This section outlines Pocklington School's approach to working with Private Candidates to arrive at appropriate, quality-assured grades.

- We will only enter private candidates who are previous pupils of Pocklington School. This will enable us to access internal data and prior attainment evidence which can be used as part of our authentication and internal quality assurance processes.
- Our arrangements for making appropriate grading decisions for private candidates are identical to the approaches utilised for internal candidates.
- The **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.
- Private candidates will complete the same assessed work as internal candidates during the period April – June 2021 and will therefore have some comparable evidence upon which grading decisions can be based. Wherever possible the completion of this work will be supervised in person by Pocklington School staff. Where this is not possible, arrangements will be made for work to be supervised remotely via video call.
- In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for private candidates have been excluded from our analysis.

15. External Quality Assurance

This section outlines the arrangements in place at Pocklington School to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way. It outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance** (and Pearson guidance for IGCSE).
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

16. Results

This section outlines Pocklington School's approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results (and international A/AS and international GCSE results) in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

17. Appeals

This section outlines Pocklington School's approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisation, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Students have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

18. APPENDIX 1: Vocational qualifications: BTEC

Pocklington School will adhere to the following policy, provided by Pearson, as well as existing BTEC policies for Quality Assurance, in the submission of all Q-TAG decisions this year.

Aims of this policy:

- To make it clear the steps all centres must take to ensure that the Q-TAGs they determine for their learners are sufficiently valid and reliable a centre must:
 - Review the specification grading information i.e. unit-level assessment criteria and grade descriptors with the subject teaching team
 - Consider what evidence you will have from the content you have taught
 - Collect the evidence
 - Evaluate the quality of the evidence

- Assign a Qualification-Level Teacher Assessed Grade (Q-TAG)
- Reflect on your judgement before submission.
- Further detail in relation to the above steps must be referred to and is available in the guidance booklet (<https://qualifications.pearson.com/content/dam/pdf/teaching-and-learning-hub/Awarding-results-2021/Awarding-results-2021-guidance.pdf>) with supporting information on our webpage: <https://qualifications.pearson.com/en/campaigns/vq-assessment-hub/assessment-and-grading-in-2021.html>
- To ensure that learners can feel confident in the process their centres have taken to determine their Q-TAG.
- To summarise the existing BTEC policies, and confirm that they now also apply in the context of Q-TAG judgements.
- 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).
- 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 the centre will, for each qualification and learner, submit a Q-TAG and Head of Centre Declaration confirming that they 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. Centres must 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. You can find more information on our Quality Assurance webpages 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