Ensuring the resilience of the qualifications system in 2023: GCSE, AS, A level,
Project and AEA
Question 1
Do you agree that this proposed guidance is helpful in guiding schools and colleges to collect and retain
evidence in a proportionate way in line with their existing arrangements to help determine TAGs in the
unlikely event exams do not go ahead as planned?
Agree
Please add any comments to explain your response.

NGA welcomes that the Department for Education and Ofqual are proactively consulting on contingency
arrangements in the event that exams and assessments next summer cannot take place. NGA advocate
for an examination system that enables all pupils to be able to perform to the best of their ability and
move forward onto the next steps of education or move forward into employment.
As an organisation that supports the practice of governing boards, NGA would like the proposed guidance
to set out the role and expectations of governing boards should exams and assessments not take place in
2023. There any many factors within these arrangements that governing boards would provide oversight
of, however there is very little in this guidance that would support governing boards to provide this

Agree
Please add any comments to explain yo and their journey in education has been significantly impacted by the
GA believe that the proposed guidance set out minimises potential for additional burden on
rning from previous years suggests that there needs to be an increased emphasises on the

Centres across the country have used TAGs as a method of awarding grades in previous years and much
learning can be taken from these experiences. There is no doubt that an alteration in awarding grades can
cause increased levels of stress and anxiety for students and therefore appropriate support measures
need to be implemented to guide this cohort of students through the process.
NGA is particularly supportive of the section in the guidance which stipulates the importance of avoiding
over assessment. This is particularly important to safeguard the wellbeing of students.
Question 3
To what extent do you agree or disagree that the guidance set out above would minimise any additional
teacher workload beyond existing assessment arrangements, such as mock exams, in place in centres?
Agree
Please add any comments to explain your response.

In the event that exams are cancelled in 2023, teacher assessed grades enable students to be able to
move forward with their education or move into employment. Where TAGs have been used in previous
years many governing boards saw teachers overwhelmed with pressure and workload to ensure that
grades were accurately awarded, pupils were supported in addition to continuing their teaching duties
and delivering a curriculum.
In 2021, TAGs were used as a process in conjunction with the understanding that teachers will not have
been able to have deliver a full curriculum and therefore only assessed on what they have learnt. The DfE
and Ofqual should clarify the expectation on what the contingency arrangements would include in
relation to the curriculum.
Findings from NGA’s annual governance survey shows that 27% of governors and trustees envision TAGs
to be a contributing factor that has a weighting towards and overall grade for students, however only
12% feel that TAGs should be the sole process of which is used to award grades. These figures
demonstrate that despite there being a confidence behind TAGs, the implications associated with this
method of awarding grades should not be solely done in this way.
To ensure that teachers are supported, NGA advocate the view that teachers and school leaders are
provided with the correct training and support to ensure that grading is done fairly and quality assurances
are put in place to allow for minimal disruption to students and teachers.
Question 4
Are there any parts of the guidance which you think could be improved? Please be specific about which
part of the guidance you are referring to and how it might be improved.

The consultation/ guidance does not set out the metrics that would determine exams being cancelled.
The pandemic is ever evolving and the metrics that determine contingency arrangements in 2023 will be
no doubt different to the metrics used in 2021.

Question 5a
Should guidance remain in place beyond 2023 to support the award of grades should exams not be able
to go ahead as planned for any reason in future years?
Many governors, trustees and governance professionals have communicated the impact that the
pandemic have had on the education of pupils and highlight the impact that the pandemic will have on
future cohorts due to disruption of previous learning. Guidance is a supportive tool that communicates
the approach that all schools should take and enables consistency across the country. With this view in
mind, guidance should remain in place where possible to support the awarding of grades should exams
not be able to go ahead as planned for any reason.

Question 7
Please add any comments you have on the proposed approach, and/or any views you have on alternative
approaches.

NGA has gathered the views of governors and trustees on the future of exams. The findings show that
27% of respondents with a view said that teacher assessed grades should contribute towards the
awarding of grades from GCSE, AS and A level subjects. 25% felt that the awarding of grades should
return to usual exams and assessments set by exam boards but with adaptations, 20% of respondents felt
that awarding of grades should return to usual exams and assessments set by exam boards. 15% felt that
different approaches to awarding grades should be taken and only 12%