



Altwood
Church of England School

**Centre Policy
for determining
Teacher Assessed Grades**

Summer 2021

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Key staff involved in the centre policy

Role	Name(s)
Head of Centre	Mr Neil Dimbleby (Headteacher)
Exams Officer's Line Manager (Senior Leader)	Mr Jeremy Masson (Assistant Headteacher)
Exams Officer	Mr Richard Burdett
SENDCo	Mrs Gail Prince
Senior Leader(s)	Mr Jeremy Masson (Assistant Headteacher) Miss Lynn Brittain (Deputy Headteacher) Mr Simon McCallion (Assistant Headteacher)

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Date	Revision/Amendment Details & Reason	Author
27 Apr 2021	V1.4 Initial Published Release	Mr Jeremy Masson

Centre Policy for determining teacher assessed grades – Summer 2021: Altwood Church of England Secondary School

Statement of intent

This section outlines the purpose of this document in relation to our centre.

Statement of Intent

Altwood Church of England Secondary School is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations, Ofqual guidance and awarding body requirements.

Following the cancellation of examinations for summer 2021, in alignment with national guidance, Altwood Church of England Secondary School will undertake a process to arrive at 'teacher assessed grades.'

Grading of students will be based on a range of evidence and students will be assessed on content that they have been taught. The process will be subject to internal and external quality assurance processes and grades will be determined against the national standards that are prescribed the JCQ, Ofqual and the awarding organisations.

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 alignment with guidance published by the Joint Council for Qualifications, Ofqual and individual awarding organisations.
- 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 our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre 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/carers how they will be assessed is clear, in order to give confidence.

Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre

The head of centre will:

- be responsible for approving the policy for determining teacher assessed grades.
- have overall responsibility for Altwood Church of England Secondary School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined and outlined in centre exams policies.
- 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.
- ensure a robust internal quality assurance process has been produced and is followed. He will ensure that all subjects have been signed-off in advance of results being submitted.
- report any instances of malpractice or maladministration to the relevant awarding organisations.
- ensure that results are released to candidates in accordance with JCQ guidance.
- be responsible for ensuring that an appeals process is in place and accessible to eligible students in line with JCQ and awarding organization guidance.

Senior Leadership Team

The Senior Leadership Team will:

- ensure an effective system for subject teams to audit their evidence base and curriculum coverage.
- design a process that enables the gathering of a teacher assessed grade in line with Ofqual and JCQ frameworks.
- support centre staff at all stages of the process, particularly in determining the scope of further assessment opportunities.
- provide training to centre staff at a whole school level on issues regarding objectivity and bias.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments and authenticating 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.

- 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.
- communicate with stakeholders in a clear and timely manner regarding the teacher assessed grade process.
- ensure that systems are in place to authenticate evidence sources with all stakeholders.
- ensure that candidates are provided with notification of the evidence base being used in each subject and a process exists for candidates to notify of mitigating circumstances in relation to that evidence base.

Heads of Department/Subject Leaders

Each Head of Department and/or subject leader will:

- audit existing records of evidence, gather appropriate evidence and conduct relevant curriculum audits in accordance with the school's framework.
- Maintain accurate records of assessment on each student and ensure that all physical and digital evidence is stored securely and in line with school policies.
- provide training and support to staff within their subject teams, particularly at a subject level, in relation to accurate assessment.
- ensure robust standardization and quality assurance processes are followed at a subject level.
- support the Head of Centre and Senior Leadership team in 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 all teacher assessed grades are signed off by 2 members of centre staff.

Teachers

All teaching staff 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 they have entered for a qualification.
- ensure that the teacher assessed grade they assign to each student is a fair, valid and a reliable reflection of the assessed evidence available for each student.
- be conscious about objectivity and bias when reviewing evidence and formulating a teacher assessed grade.

- 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.
- notify the Head of Centre of any conflict of interest that may arise with this process.
- understand what constitutes malpractice and notify the Examinations Officer, Assistant Headteacher with responsibility for exams or the Head of Centre of any concerns in a timely manner. This extends to undue pressure from students, parents or members of the school community designed to influence the process.
- maintain confidentiality throughout the process and ensure that students are not informed of their teacher assessed grade, or information that might lead to a student determining their teacher assessed grade.
- provide records of achievement for subject endorsements, where applicable.

SENDco

In addition to principles outlined in the Access Arrangements policy, the SENDco will:

- share with centre staff the relevant access arrangements that each candidate is entitled to.
- support the examinations officer in planning and delivery of access arrangements for high control formal assessment opportunities.
- maintain accurate records regarding the access arrangements for candidates being given a teacher assessed grade and produce relevant records as requested by awarding organisations.

Examinations Officer

The Examinations Officer will:

- be responsible for the administration of the final teacher assessed grades and for managing the post-results services.
- facilitate access to awarding organisation systems in order to access relevant assessment and guidance materials.
- support Heads of Department with specific questions relating to their subject and awarding organisation guidance.
- plan and manage the administration of high control assessments.

Students

Students will:

- ensure that all physical evidence that exists at home has been handed in through the necessary school processes.

- share details with the school of any mitigating circumstances that may have affected performance in a particular assessment being used to form the evidence base in a given subject.
- sign a student declaration to authenticate that all work submitted and/or used in their evidence portfolio is their own work and is free from plagiarism.
- engage with further assessment opportunities meaningfully.

Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training

To support all teachers with the process of determining teacher assessed grades this year, the centre will:

- deliver centre wide training on objectivity and bias which will be attended by all teachers involved in determining grades in our centre. This will help to achieve consistency and fairness to all students.
- draw attention to training on assessment and marking provided by awarding organisations and the Joint Council for Qualifications with an expectation that subject teams will access training that is relevant to their team.
- monitor the training accessed at subject level and support teams in further enhancing their existing knowledge.

Support for Newly Qualified Teachers and teachers less familiar with assessment

The centre has no newly qualified teachers (NQTs) who are directly involved in the teacher assessed grade process. NQTs will be involved in the quality assurance processes and relevant training to support their development as practitioners. This work will be overseen by the relevant Head of Department.

The following courses are being delivered/assessed for the first time in summer 2021:

A-Level Sociology – change of exam board from AQA to Eduqas.

- Staff involved in assessment are highly experienced practitioners (Head of Department and Deputy Headteacher).
- Exam board specific training has been undertaken.

As part of the centre's teacher assessed grade process, all heads of department/subject leaders will meet with the Assistant Headteacher (progress and standards) regularly to monitor and support their work. These meetings will involve internal reviews of all teacher assessed grades and the associated evidence base. This process provides an additional layer of scrutiny.

Use of appropriate evidence

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

A. Use of evidence

The centre will use appropriate evidence in order to reach a fair and objective teacher assessed grade. Said evidence will vary between each subject and Heads of Department and/or Subject Leaders will use a range of evidence drawn from the following sources:

- Student work produced in response to assessment materials provided by awarding organisations, including groups of questions, past papers or similar materials such as practice or sample papers.
- Non-exam assessment (NEA) work even if this has not been fully completed.
- 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 the awarding organisation mark schemes. This can include:
 - 1) Substantial class or homework (including work that took place during remote learning)
 - 2) Internal tests taken by students
 - 3) Mock exams taken over the course of study
 - 4) Records of a student's capability and performance over the course of study in performance-based subjects including Drama and PE

Heads of Department and/or Subject Leaders will ensure that the range of evidence is as broad as is possible and has sufficient coverage of taught content across the Assessment Objectives in each subject area.

Teachers making judgments 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.

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.

Our centre 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.
- 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.
- 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.

Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence

Students will have the opportunity to show the full breadth of their knowledge and understanding in each subject based on what they have been taught underpinned by the following core principles:

- All 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.
- All teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Each teacher 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 shared.

The process of determining teacher assessed grades has been designed around four phases:

Phase 1: Consolidating

Each subject will conduct a subject level review which will audit the existing evidence base and associated data, curriculum coverage. Content will be considered in terms of security and the environment in which it was taught taking into consideration the wider impact of the pandemic.

The outcome of this review will be used to make judgments about the breadth, scope and coverage of assessment evidence and where use of the additional assessment materials would be best targeted.

Evidence that would be considered in scope but was returned to a student to support their ongoing revision, will be collected in via a defined process.

Evidence will begin to be collated and reviewed by subject teams with a focus on the quality and reliability of such evidence. Close attention will be paid to the following:

- 1) Coverage of the assessment objectives across existing evidence
- 2) Coverage of content
- 3) Authenticity of the evidence
- 4) The level of control the evidence was completed under
- 5) The robustness of marking

Phase 2: Calculating

Subject teams will review existing evidence and discern the most appropriate evidence base within the perimeters of JCQ guidance. Teams will review the additional assessment materials and exemplification/guidance materials released by awarding organisations along with the JCQ grade descriptors.

A schedule of further assessment activities will be compiled affording a high control environment, with full access arrangement entitlements, in order to validate existing evidence and/or provide opportunities to formally assess content that has been taught but not yet assessed.

Subject teams will use the JCQ Grade descriptors, associated mark schemes, exemplification materials and evidence trackers to begin to collate a first draft of a 'Teacher assessed grade.' This process will be focussed on using raw marks, rather than whole grades, where possible, and rank ordering candidates.

Evidence folders will begin to be collated containing both physical and digital evidence.

Student declarations will be gathered.

Phase 3: Confirming

Further assessment activities are undertaken. Standardisation and internal moderation activities take place both with existing evidence and newly completed assessment activities.

Students will be informed of the evidence that will be used to determine their teacher assessed grade with an opportunity to notify the centre of any concerns regarding special consideration that might have impacted their performance in aspects of the evidence base.

Phase 4: Committing

Final evidence trackers are submitted along with a recommended 'TAG' for each student in each subject.

Assessment records are completed detailing the final rationale and decisions regarding the TAG evidence and submitted along with Head of Department checklists.

Evidence files are collected, checked and archived.

Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document. The following internal quality assurance principles will apply to the 'teacher assessed grade' process:

- In subjects where there is more than one teacher and/or class in the department, 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 share relevant training provided by awarding organisations and support individual teachers to identify and select training in accordance with their own needs.
- 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 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 an appropriate member of staff within the centre.
 - This will be the Assistant Headteacher (Progress and Standards)
- 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.

Allocated meeting time has been made available for standardisation activities to be undertaken.

Where evidence has been standardised at the point of original assessment (such as pre-public examinations) further standardisation of this material will only be undertaken in the following circumstances:

- The member of staff who originally assessed the evidence is no longer employed by the centre.

- Concerns are raised by an individual teacher and/or student about the validity and/or authenticity of the evidence.
- Where the evidence holds significant weighting in the overall portfolio of evidence.

Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

Following submission of recommended teacher assessed grades by each subject area, along with associated evidence and records, the Senior Leadership Team along with the Head of Centre will conduct a high-level check of the aggregated results data with the results trends for the centre. The following principles will apply:

- We will compile information on the grades awarded to our students in past June series in which exams took place over a period of three years from 2017-2019.
- We will compile data at a centre, qualification and focus group level.
- We will consider the size of our cohort from year to year.
- 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.

The centre will utilise resources such as the FFT and data analytics systems to provide cohort analysis for this activity.

Due regard will be given to courses that have been withdrawn from the curriculum provision for the 2021 assessment period.

As the cohort in 2021 at GCSE is considerably smaller than previous years included within the headline analysis, results trends will be considered in terms of progress and value-added scores not just headline attainment percentages.

If the high-level data check suggests that teacher assessed grades for a qualification are overly lenient or harsh compared to results in previous years, the centre will:

- 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 bring together other data sources that will help to quality assure the grades we intend to award in 2021.

Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and how we will take into account mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)

The centre has due regard for JCQ guidance relating to access arrangement and mitigating circumstances. In particular, through the teacher assessed grade process, the following principles will apply:

- 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 further assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, where possible, we will remove that assessment from the basket of evidence and alternative evidence obtained.
- We will provide students with an opportunity to declare circumstances where illness or personal issues might have affected performance in assessments. This information will be compiled and supplemented by pastoral colleagues.
- 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, paying close attention to the guidance issued by JCQ regarding the percentage weightings applied under the special consideration process.
- 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 have read and understood a summary of the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

Further assessments will be adapted to remove sections of content that have not been taught.

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

The centre has due regard for the Ofqual guidance in relation to objectivity. All teachers involved in the awarding of grades will be expected to read this guidance and will receive supplementary training on Objectivity and unconscious bias.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

The Head of Centre, 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; and
- 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
- known data about students, such as UCAS offer grades or required predicted grades for progression, should be disregarded during this process. The grade awarded should be focussed on the merits of the evidence alone.

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process such as examining the awarding of grades within protected characteristic groups.

The 'TAG' process has at its core a principle of 'never in isolation.' Dialogue with others can support effective reflection and review and help to minimise bias. As far as is possible, subject teams will work together when reviewing evidence and confirming grade decisions.

At regular points throughout the process, decisions will be reviewed and monitored by the Assistant Headteacher (Progress and Standards) who will provide a critical check on decisions, seeking justification and being mindful of objectivity and bias.

Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data.

C. Recording Decisions and Retention of 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). Evidence stored electronically will be within a secure area of the school server, which is regularly backed up, to protect the integrity of stored data.

Physical records will be collated in individual student portfolio folders at a subject level and collected by the examinations officer by the 18th June. These records will be securely stored in a controlled archive until the end of November 2021.

Whilst records are being utilised for the grade awarding process, these may be stored both physically and electronically by the individual subject areas. Guidance has been issued with regard to the safe storage of said records. Namely:

- All physical records must be securely stored in a secure environment (such as a locked office with limited access or a locked cabinet with limited key holders)
- All digital records must be securely stored in a specified area of the school server as directed by the examinations offer.

Authenticating evidence

D. Authenticating evidence

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.

Due regard will be paid to the level of control that each piece of assessment evidence was conducted under when considering the weight of this evidence in forming an overall judgment. Higher consideration will be placed on evidence that has been gathered in a high or medium control environ with external invigilation (such as the pre-public examination or further assessment periods) or classwork supervised by a teacher or member of centre staff.

All Heads of Department will be required to sign a checklist to confirm that evidence has been verified as student's own. All students will also be asked to sign a declaration to confirm that all evidence considered in scope for use in their portfolio is free from plagiarism and is their own work.

Where concerns are raised regarding the validity or authenticity of a source of evidence, attempts will be made to confirm or disprove suspicions. These may include, informal and formal discussions with the student and/or their family; requesting further evidence (such as a witness statement) to verify the authenticity. Where the validity or authenticity cannot be established or where the evidence falls outside a pattern of typicality, it will be discounted.

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.

Confidentiality, malpractice and conflicts of interest

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

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. A formal process will be outlined in order to manage this requirement.

Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

NEA marks can be shared with students by individual teachers, but where a subject's overall grade is predominantly derived from NEA and releasing such data may give a student an indication about their teacher assessed grade, the centre reserves the right to withhold this data.

Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice

All centre staff are regularly trained in what constitutes assessment malpractice. In addition to measures taken in an ordinary year, the following additional measures have been taken 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 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 that 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; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.
 - undue pressure being applied
- 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.

Should malpractice be suspected, the individual member of centre staff must raise this concern at their earliest opportunity with the examinations officer, assistant headteacher with oversight for exams or the Head of Centre.

An individual member of centre staff should not investigate or determine to prove/disprove malpractice. Such processes will be managed in accordance with

Conflicts of Interest

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

C. 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 Head of Centre for further consideration.

Our Head of Centre 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.

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

External Quality Assurance

The centre has put arrangements in place to ensure 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**. Additionally, all staff involved have been made aware of the process to sample centres' judgments as set out by Ofqual.

All assessment evidence used in the process of awarding a teacher assessed grade at subject level will be compiled into evidence portfolios (both physical and digital) and submitted by each department no later than the 18th June.

This includes:

- All necessary records of decision-making in relation to determining grades including physical written records and data trackers.
- All student evidence (physical and digital) on which decisions regarding the determination of grades has been based.
- 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. In such circumstances, a copy of the assessment material (such as the exam paper or unit test paper) along with the associated mark scheme will be added to the assessment portfolio, where possible.

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. The evidence portfolio's will be archived in accordance with the schools archiving policy and will be available as part of External Quality Assurance processes on request. 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.

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

Results

- 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, GCSE and VTQ 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 notified of the placement of this summers' results days and will be provided with full details of the arrangements for collection of results in Term 6.

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

Appeals

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**. Pending further information released by the Joint Council for Qualifications on the process of managing appeals this summer, the centre will facilitate that:

- 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.
- Learners have been notified of their right to appeal and will be appropriately guided as to the necessary stages of appeal, when full details are made available by awarding organisations.
- 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.

Full details of the appeals process will be provided on the school website along with a copy of this centre policy.