

# St Benedict's Catholic High School

---

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



## Centre Policy for determining teacher assessed grades in Summer 2021

### Background

Every centre is required to create a Centre Policy that reflects its individual circumstances. It is anticipated that you may choose to adopt this pre-populated template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, centres must understand and actively implement the centre policy adopted, although this template is provided for information and does not constitute legal advice.

The template is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained as part of your policy.

Your policy must take account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

# Centre Policy for determining teacher assessed grades – summer 2021: St Benedict’s Catholic High School

## Statement of intent

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

### Statement of Intent

The purpose of this document is to provide guidance, clarity and a set of procedures to be followed in order to provide exam boards with accurate teacher assessed grades that fairly reflect the achievement of St Benedict’s year 11 students as a result of the cancellation of exams brought about by the pandemic. All teachers and Heads of Department are directed to read the contents of this document in preparation for the awarding of teacher assessed grades and liaise with their SLT line managers where additional support is required. As well as guidance and procedures to be followed, this document also contains key deadlines for each step of the process which must be adhered to.

We appreciate all the hard work and professionalism of our teachers in ensuring that our students achieve the result they have worked so hard for and that reflects their efforts.

In producing this document, the OFQUAL guidance document has been utilised as a key source of information. The link to the document is provided below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/965005/6747-1\\_decisions - GQ consultation on awarding grades in 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965005/6747-1_decisions_-_GQ_consultation_on_awarding_grades_in_2021.pdf)

In addition, this document has been amended to reflect the guidance issued from OFQUAL on 24 Mar 2021:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972387/6768-4\\_Information for heads of centre heads of department and teachers on the submission of teacher assessed grades- summer 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972387/6768-4_Information_for_heads_of_centre_heads_of_department_and_teachers_on_the_submission_of_teacher_assessed_grades-summer_2021.pdf)

JCQ have provided guidance for centres published on 26 Mar 2021 which have further informed our procedures:

<file:///G:/Downloads/JCQ-Guidance-on-the-Determination-of-Grades-for-A-AS-Levels-and-GCSEs-Summer-2021.pdf>

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.
- 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

- Our Head of Centre, Andrew Madden, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for St Benedict's as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre 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.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

#### Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- provide training and support to our other staff.
- 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 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.

#### Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo 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 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.

**Examinations Officer**

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

## 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**

This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year

- Teachers involved in determining grades in our centre will attend any centre-based training 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.
- SLT will provide training and support to Heads of Subjects. Heads of Subject will be responsible for ensuring that teachers within their teams are provided with sufficient training, guidance and support. This is likely to take the format of departmental standardisation and moderation meetings, paired marking, and individual meetings to discuss teacher assessed grades.

### **Support for Newly Qualified Teachers and teachers less familiar with assessment**

This section provides details of our approach to training, support and guidance for newly qualified teachers and teachers less familiar with assessment

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment. Subject mentors will provide this support through standardisation and moderation meetings, paired marking and mentor meetings. Where this is not possible, for example in departments where the only teacher is an NQT or inexperienced with assessment, we will provide moderation and support through our partner schools in the MAC and other relevant local schools.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

## 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

This section gives details in relation to our use of evidence.

- 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.
- We will be using 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.

*We provide further detail in the following areas:*

- We will only assess students' performance on content that has been delivered to them.
- We can use evidence from across the whole taught course but every effort must be made to ensure that the work is not plagiarised or that students have not received additional support or input to achieve a grade that they would otherwise not have been able to produce independently.
- We will provide assessed grades as late in the course as possible so that teaching can continue for as long as possible. Final grades from Heads of Department will be submitted to SLT by Thursday 27 May. SLT will quality assure all grades by Tuesday 15 June.
- Grades will be based on a broad range of evidence and we will be required to provide confirmation that students have covered sufficient breadth to enable progression to further study. We will provide teacher assessed grades that are supported by clear evidence that demonstrates the level a student is performing in order to justify the grade awarded.



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 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 setting.
- 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.

### **Coursework/NEA**

Students should complete any coursework where possible but should not be penalised for incomplete work where this is beyond the student's control due to circumstances brought about by the pandemic. NEA work will not be moderated by exam boards but teachers should mark the work using exam board mark schemes and any exemplar work provided by exam boards to help arrive at an accurate grade.

### **Mock Exams**

Year 11 students at St Benedict's sat their mock exam early in the academic year between 21 Sep – 1 Oct 2020. This was after the significant and protracted first national lockdown that resulted in students missing almost 6 months of education. The purpose of conducting the mock exam at this point in the academic year was diagnostic to identify the impact of the national lockdown on knowledge and skills gaps and therefore adapt curriculum and learning to move students' forwards. It is therefore likely that grades from these mock exams as an indicator are likely to understate students' performance. However, some students may have performed well. With that in mind, mock exam results will be held as one source of evidence but emphasis should be given to assessed pieces of work completed later in the year when students had benefitted from a solid period of teaching to help build their knowledge and skills and demonstrate what they are capable of.

### **External Tests**

Optional external exam questions will be provided by exam boards along with supporting material including exemplar work and material for grading judgements. We believe that this will be useful in helping teachers to determine grades and give extra credibility to our processes. To this end, we will conduct two assessment weeks and will ask Heads of Department to utilise appropriate external exam questions provided by the exam boards for the purposes of these tests.

### **Teacher Tests & In-Class Work**

Teacher tests and in-class work are permissible sources of evidence however the following principles should be considered when deciding whether a test or piece of class work is appropriate for the purposes of forming the evidence base on which students' grades will be determined:

- Did all students across the cohort complete the task to ensure equity in the types of tasks used to form the judgement?
- Was the task moderated so that Heads of Department are confident that the grade awarded is fair and consistent with the marking of students' work in other groups?
- Did the student complete the task independently without assistance?
- Is the work definitely that of the student?
- Was the task appropriate and in line with the format and quality of tasks provided by exam

boards?

- Were exam board mark schemes used to determine marks and grades?
- Were SEND students provided with agreed access arrangements where applicable to complete the task to the best of their ability?

Any teacher tests & in-class work that do not meet the criteria above will not be admissible as evidence for the purposes of determining final grades. Heads of Department will be required to provide confirmation that the criteria above have been met.

Additionally, the OFQUAL document of 24 March states that as far as possible, sources of evidence should be consistent across a class or cohort of students. However, there may be some circumstances for individual students where this is not possible for example, where students were absent or their work was significantly affected by illness or other mitigating factors. Where sources of evidence for individual students differ from the rest of the cohort, the rationale should be discussed between the Head of Subject and member of SLT and this should be recorded on the subject assessment record.

## 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**

We give details here of our centre's approach 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 Heads of Department will consult with all subject teachers in their departments to ensure that grades between different teaching groups have been consistently and fairly awarded. Heads of Department will produce an Assessment Record for each subject cohort which will include any necessary variations for individual students as a result of mitigating factors or circumstances.

Once all moderated pieces of evidence are assembled into student portfolios and recorded on the data spreadsheet provided, the process of deciding upon teacher assessed grades can begin. The deadline for input of all graded evidence onto data spreadsheets is Fri 21 May. In deciding upon the final grade to be awarded, teachers will adhere to the following principles:

- Grades must be a holistic assessment of all the evidence covering taught content
- In most cases, work that has been completed more recently is likely to provide a more accurate picture of student performance and so greater emphasis should be given to work completed in the Spring and Summer Terms particularly from the two assessment weeks.
- Consideration of the exam board weightings. For example, the weightings of particular topics or exam questions.
- Where students' work shows considerable variability, then a best fit grade should be applied.
- Consideration of any exceptional mitigating circumstances that may have been outside of the students' control and impacted their performance e.g. bereavement, significant illness, extended periods of self-isolation

After careful consideration of the principles above and paying close attention to the available evidence, Heads of Department in consultation with class teachers will decide upon a final grade. Heads of Department should hold individual meetings with each of their departmental colleagues to agree the final proposed grade which should take place week commencing Mon 24 May. Final grades must be submitted to SLT by Thurs 27 May. Alongside the proposed grade, there will be a column to record comments that contain a brief rationale for the awarding of the grade.

## 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**

This section gives details of our approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- 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.
- 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 an appropriate member of staff within the centre or within a local or partnership school.
- 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.

All Heads of Subject will be required to meet with their SLT line managers to quality assure the final grades by Thurs 10 June.

SLT line managers will review the grades awarded for each student in every subject and Heads of Department should come to the meeting with a clear rationale for the proposed grades on a pupil by pupil basis. At the QA meeting, students will be anonymised in order to safeguard against bias or discrimination.

## 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**

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

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- 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 profile of results will be considered during both the awarding of grades by teachers led by Heads of Department and during the course of the SLT QA meeting. However, where there is sufficient evidence of improvement, it would not be morally justifiable to artificially deflate the data in order to match the historic profile of the school and thereby penalise students who have worked hard and been able to demonstrate their achievement at a particular level. Given the improvements to teaching & learning, curriculum and behaviour that have occurred in the school in the past two years, it is likely that teacher assessed grades are higher than our profile of historic results and therefore, a risk-based visit from the exam board may result. Our focus will be on ensuring our internal quality assurance procedures are robust and rigorous and we are able to provide clear evidence that supports our judgements about students' performance.

The commentary justifying a divergence will be produced in conjunction with the Head of Subject and member of SLT. The commentary may reference such factors as:

- Differences in the profile of the cohort of students
- Standards in teaching & learning evidenced through teaching & learning reviews
- Changes in staffing (e.g. supply, non-specialist teachers, teaching profile)
- Absence & behaviour levels

This section gives details of the approach our centre 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 bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- We will require Heads of Department to oversee and discuss the teacher assessed grade for all pupils in their subject. Our SLT will also oversee the grades produced by Heads of Department. Grade divergences from the historic record will need to be explained and recorded via the Assessment Record.

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

[For example:]

- We will omit subjects that we no longer offer from the historical data.

## 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 consider mitigating circumstances in particular instances.

### **Reasonable adjustments and mitigating circumstances (special consideration)**

This section gives details of our approach to access arrangements and mitigating 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.
- 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 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 have read and understood 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)**

This section gives details of our 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.
- Students will be taught for as long as possible and evidence gathering opportunities through entire cohort assessments will be limited to 1 hour in length in order to allow for as much teaching as possible.
- Students will be advised in advance of the topic that they will be tested on during the two assessment weeks but not receive any details with regards to specific questions. This will enable students to streamline their revision.



## Objectivity

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

### **Objectivity**

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

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

Senior Leaders, Heads of Department and Centre 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; and

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

Robust moderation is key to ensuring fairness and removing the potential for unconscious bias or discrimination such that students achieve the correct grade that is a true reflection of their performance. Where possible, in departments where there is more than one teacher for example, teachers should mark the work from other teaching groups as a further measure to safeguard against bias or discrimination.

## 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**

This section outlines our approach to 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 procedures 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).

## Authenticating evidence

### **D. Authenticating evidence**

This section of our Centre Policy 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 mechanisms will include:
  - Evidence from the two assessment weeks in April and May conducted in the school examination hall under exam conditions with trained invigilators operating under the Examinations Officer.
  - Evidence from the mock examination completed in September 2020 completed under similar high controlled conditions.
  - In-class tests from the 24 Mar that are used as evidence will comply with the principles outlined in Section A, 'Use of Evidence', page 9. The use of in-class tests as sources of evidence must be approved by the SLT line manager.
  - Any work conducted remotely or under non-exam conditions should be checked where practicable for potential plagiarism. Where this is not practicable, work completed remotely that is significantly different in achievement to work completed in school should be brought to SLT's attention and subsequently investigated.
- 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**

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the 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.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

### *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**

This section details the measures in place in our centre 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 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.
  
- 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.

### *Conflicts of Interest*

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

#### **C. Conflicts of Interest**

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- 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 if to separate duties and personnel to ensure fairness in later process reviews and appeals.

## Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

### A. Private Candidates

This section details our approach to providing and quality assuring grades to Private Candidates.

- Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.
- Where it has been necessary to utilise different approaches, 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.
- 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.

## 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.

### A. External Quality Assurance

This section 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**.
- 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.

## 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.

### **A. Results**

This section details our approach to the issue of results to students and the provision of 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 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 will be made aware of arrangements for results days.

## 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.

### A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- 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.
- Learners will be 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.



