Centre Policy

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:[Bishop Stopford’s School]

## Statement of intent

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

|  |
| --- |
| **Statement of Intent** |
| This section provides details of the purpose of this document, as appropriate to our centre:*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 make 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, Mrs Tammy Day, will be responsible for approving our policy for determining teacher assessed grades.*
* *Our Head of Centre has overall responsibility for the school 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.*
* *Our Head of Centre will provide confirmation of the adherence to guidance and protocols through the completion of the final declaration documentation for both Edexcel and AQA.*

***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 through the quality assurance process 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 teachers within the department are aware of and adhere to the departmental assessment plans devised to ensure consistency within subject cohorts.*
* *ensure that relevant information is communicated to parents and students and that guidance is given to provide clarity with regard to our centre assessment policy, the grading and appeals process.*
* *retain and secure evidence that has been used to determine final grades.*
* *support with the appeals process as necessary post-results days.*
* *ensure that within departments there is support for students who are not in school due to COVID-19 isolation and facilitate the completion of assessment activities remotely where necessary. Where this is not possible or where it has a detrimental impact on overall performance, ensure that individual variations are documented*
* *ensure that protocols with regard to access arrangements and special consideration for identified students are followed.*
* *share and ensure awareness of all relevant guidance with regard to the assessment process and assessment protocols as provided by Ofqual, the DfE, JCQ, exam boards and the school.*
* *ensure that final grades represent a holistic judgement and that the rationale for each grade is documented and accessible.*
* *ensure and oversee the authentication of evidence used to determine final grades.*
* *ensure the effective management of results days and post-result services (SLT).*

***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.*
* *adhere to protocols with regard to access arrangements and special consideration for identified students, including documenting the application of this to the assessment tasks used in the evidence bank.*
* *Follow the subject assessment plan as devised within their department to ensure consistency in the evidence used to determine teacher assessed grades.*
* *retain and secure evidence that has been used to determine final grades.*
* *provide additional support such as scribes where necessary with regards to individual student access arrangements (SENCo).*
* *ensure that within their classes there is support for students who are not in school due to COVID-19 isolation and facilitate the completion of assessment activities remotely where necessary. Where this is not possible or where it has a detrimental impact on overall performance, ensure that individual variations are documented*
* *ensure that where students are lacking in pieces of evidence, the reasons for this are documented clearly and that this is communicated with relevant staff and parents in a timely manner*
* *ensure that final grades represent a holistic judgement and that the rationale for each grade is documented and available for each student.*
* *ensure the authentication of evidence used to determine final grades.*
* *ensure full awareness of all relevant guidance with regard to the assessment process as provided by Ofqual, the DFE, JCQ, exam boards and the school.*

***Examinations Officer****Our Examinations Officer will:** *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.*
* *support with the provision of results to students and parents on 10th and 12th August.*
* *liaise with the Deputy Headteacher and Assistant Headteacher for achievement to ensure that special consideration is given and applied where appropriate and in line with JCQ guidance.*
* *liaise with the SENCo, the Deputy Headteacher and Assistant Headteacher for achievement to ensure that access arrangements are shared with all staff and to support with ensuring that these are adhered to in the assessment plans within each department*
* *retain and secure evidence that has been used to determine final grades upon final submission.*
* *ensure that all updated policies are shared and are centrally available for further reference as needed.*
* *ensure that any conflicts of interest are noted and that relevant documentation is completed and stored as relevant.*
 |

## 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. This training will include:*
	+ *Providing awareness of all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
	+ *Providing awareness of the school’s Centre Assessment Policy and the expectations and protocols therein*
	+ *Subject standardisation and the grading of assessment tasks*
	+ *Determining final grades using evidence banks and grade descriptors*
	+ *Targeted training for NQT or teachers new to the profession/teaching of GCSE/A Level courses*
* *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations. This training will include:*
	+ *Edexcel subject guidance webinars*
	+ *AQA ‘Get Ready for Grading’ support and guidance*
	+ *Any other ongoing relevant training that is offered via JCQ and exam boards*
 |

|  |
| --- |
| **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, where applicable. This will be overseen by the Head of Department and the allocation of a in school subject mentor/buddy to offer additional support with the grading and moderation process*
* *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 JCQguidance entitled: *Guidance on grading for teachers*.

|  |
| --- |
| 1. **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 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 that are undertaking an examination in 2021- for this year this constitutes GCSE PE/Sport.*
* *To ensure consistency, assessment plans for each department have been devised to ensure that all students within a subject cohort complete the same core assessment tasks that will be used to determine their final grade.*
* *Assessment plans within each department, in line with content covered, have been devised to ensure that a range of evidence, covering breadth of knowledge and skill, is used to determine the final grade.*
* *Evidence used will include substantial assessment tasks (including trial examinations, in class assessment tasks and activities) as well as supplementary assessments that have been completed by students throughout the year at home and/or during remote learning periods of study.*
* *To ensure robustness, all evidence used to determine grades, both substantial and supplementary will be exam based questions/tasks. Departments will use a combination of exam board materials and/or centre devised tasks that reflect the specification, follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
 |
| *We provide further detail in the following areas:**With regard to all assessment materials including Additional Assessment Materials where used:** *We will use 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*
* *Through the assessment process, students will be given the opportunity to demonstrate and show the development of their knowledge and skills acquired throughout the progression of the course*
* *Assessment materials will be adapted as/where necessary to ensure that they assess only the content that students within each subject cohort have 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. This will be documented within each department in line with assessment plans, using the JCQ example template*
* *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 specification and assessment objective coverage, with assessment plans for each department designed to ensure breadth of coverage in terms of both knowledge and skill as far as possible in line with content covered*
 |

## 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 and provide an overall summary for each student that outlines the rationale for the final grade given*
* *Assessment Records for each subject cohort will be maintained and overseen by the Head of Department, along with documentation regarding any variation applied for individual students*
* *Grading exemplars and descriptors, as provided by JCQ and examination boards, will be used to determine final teacher assessed grades.*
* *Evidence will be used to determine final grades which represent a holistic judgement of student performance within each subject.*
 |

## 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.*
* *In all departments 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 available grades within each department cohort.*
* *We will ensure that the Assessment Record will be included in the internal standardisation process and in 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.*
* *This will be the relevant SLT line manager and overseen by the AHT/DHT for Achievement*
* *In respect of equality legislation, we will ensure that all students have access to the same assessment tasks and we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.*
* *Where possible, anonymised standardisation and moderation within departments will be used to support with enhanced objectivity*
* *Moderation and internal standardisation will take place both departmentally and via the Senior Leadership team, to ensure that there are sufficient checks and balances throughout the assessment process and that staff are supported and guided fully.*
 |

## 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 utilise FFT benchmarking service to provide further analysis of grading trends in past examination series (2017-2019)*
* *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, will address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.*
* *We will use data from previous years to identify whether there may be any indications of systematic under - or over- prediction for different groups of students, for example, those with particular protected characteristics*
 |
| *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 to include FFT benchmarking, 4Matrix along with school performance data analysis as per the DFE ASP and Ofsted IDSR*
 |
| *This section gives details of changes in our cohorts that need to be reflected in our comparisons.* * *We will omit subjects that we no longer offer from the historical data.*
* *We will take into account all relevant changes to the demographic and educational experience of our respective cohorts when considering comparisons to include for example:*
	+ *Acknowledgement of the 2021 GCSE/Year 11 cohort who uniquely started their GCSE courses in Year 9. In previous relevant years (2017-2019) GCSE courses ran as a 2 year course commencing in Year 10.*
	+ *Acknowledgement of enhanced stability and consistency of staffing for 2021 cohort comparative to that of both 2018 and 2019.*
	+ *The number of students within each of the respective cohorts with no prior English schooling upon enrolment to KS4.*
	+ *Acknowledgement of enhanced expertise of staff in the delivery of new specifications, the implementation of the Diagnosis, Therapy, Testing model in 2020-21 and the increased availability of training and exemplar answers via examination boards.*
	+ *Enhanced teaching and learning through work with external consultants in English and maths in 2019-20.*
	+ *The increase at KS5 in the number of A Level students with minimal English schooling at KS4 and on a designated 3 year pathway.*
	+ *The small cohort size at KS5, in a number of A Level subjects over time, and its impact on the reliability of comparisons between years.*
 |

## 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 take into account 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. Laptops are available for all students who are eligible as per their access arrangements. Reader pens and bilingual dictionaries are also available for identified students to be used in subjects where these are permitted.*
* *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, where relevant, the access arrangements that have been provided for each student and how we have incorporated any necessary variations/special considerations 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 that all teachers are provided with and are aware of the guidance as per* [*JCQ – A guide to the special consideration process, with effect from 1 September 2020*](https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf)*. A copy of the Centre Special Considerations Policy Summer 2021, in line with this guidance is also available from the Exams Office.*
 |

## Addressing disruption/differential lost learning (DLL)

|  |
| --- |
| 1. **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.*
* *We will ensure that there is support for students who are not in school due to COVID-19 isolation and facilitate the completion of assessment activities remotely where necessary. Where this is not possible or where it has a detrimental impact on overall performance, we will ensure that individual variations are made and documented accordingly.*
 |

## 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.*

*Training, standardisation and quality assurance will be used throughout the process to ensure that the determination of grades is robust, consistent and fair.* * *Training will be used to ensure that all staff are aware of how to minimise bias throughout the process.*
* *All staff are provided with the DFE Guidance Document “Information for centres about making objective judgements” as well as guidance from JCQ and additional training/guidance that is available via exam board websites.*
* *Moderation and internal standardisation will take place both departmentally and via Senior Leadership team, to ensure that there are sufficient checks and balances throughout the assessment process.*
* *Sampling within the internal standardisation process will focus on samples from students across all key groups to ensure that the impact of potential bias is monitored and where notable is addressed prior to the final submission of grades.*
* *Full data analysis and benchmarking against previous years will be used to determine anomalies, with further quality assurance taking place as needed to ensure that these can be verified and amended where necessary.*

*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) throughout the assessment and quality assurance process;*
* *how to minimise bias in questions and marking and hidden forms of bias); and*
* *bias in teacher assessed grades.*
* *any further training needs of staff as needed to support with the objectivity of the process*

*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*
* *Full guidance and further training is available via the JCQ Guidance document and the exam board websites*
* *Rationale, (in line with grade descriptors/individual variations) will be included in evidence folders for students to ensure full clarity on how final grades have been determined.*
 |

## 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.

|  |
| --- |
| 1. **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 ensure that all evidence that has been used to determine the final grade for each student is available within their evidence folders and is stored securely within the examinations office following the final submission of grades on 18th June*
* *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 through the quality assurance and internal standardisation process 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

|  |
| --- |
| 1. **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 will include:* * *supervision of students in the completion of substantial evidence tasks,*
* *implementation of standard protocols for in class assessments to ensure that students complete tasks independently,*
* *remote learning assessment protocol implemented for students who are isolating due to COVID-19,*
* *students to sign an authentication sheet for work that has been submitted and included in their evidence bank,*
* *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*

[*https://qualifications.pearson.com/en/campaigns/summer-2021-support.html*](https://qualifications.pearson.com/en/campaigns/summer-2021-support.html)[*https://www.aqa.org.uk/2021-exam-changes/get-ready-for-grading*](https://www.aqa.org.uk/2021-exam-changes/get-ready-for-grading) *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.*

|  |
| --- |
| 1. **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.

|  |
| --- |
| 1. **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: 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.*
* *To ensure full understanding of what constitutes malpractice or maladministration, as well as the consequences of it, we will ensure that all teachers have access to and are aware of the guidance as per* [*JCQ Suspected*](https://www.jcq.org.uk/exams-office/malpractice/jcq-suspected-malpractice-policies-and-procedures-2019-2020) *Malpractice: Policies and Procedures. A copy of the Centre Malpractice Policy Summer 2021, in line with this guidance will be shared with all relevant staff and is also available from the Exams Office.*
 |

### Conflicts of Interest

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

|  |
| --- |
| 1. **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.*](https://www.jcq.org.uk/wp-content/uploads/2020/09/Gen_regs_approved_centres_20-21_FINAL.pdf) *A copy of the Centre Conflicts of Interest Policy Summer 2021, in line with this guidance has been shared with all staff and is available from the Exams Office.*
* *We will also carefully consider the need 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.

|  |
| --- |
| 1. **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.*
* *Where evidence has been set, supervised and/or marked by a third party, we will ask for the evidence to be submitted to us directly by that third party, along with a supporting statement confirming:*

*• the conditions under which the assessments were taken;* *• whether any reasonable adjustments, access arrangements or special consideration were applied;* *• that the third party is not aware of any potential conflicts of interest, for example that there is no personal or family relationship between the student and tutor; and* *• that the third party will cooperate with the centre and the awarding organisation if needed, for example, during the appeals process.** *We will make appropriate arrangements with the third party for the retention of evidence from the Private Candidate, in line with this guidance.*
* *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.

|  |
| --- |
| 1. **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 will be held securely so that it 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.

|  |
| --- |
| 1. **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.*
* *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 and are aware that in line with JCQ guidance, results will not be shared with students until the official results days on the 10th and 12th August*
 |

## 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.

|  |
| --- |
| 1. **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 and parents 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 all stakeholders including staff, students, parents/carers*.
 |