

Wilmslow High School - Centre Policy for the Delivery of Teacher Assessed Grades

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

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 curriculum teams.
- 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 and Ofqual guidance.
- To ensure the consideration of historical centre records 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.

1. 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.

1.1 Roles and Responsibilities

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

Head of Centre

Our Head of Centre, James Pulle, will:

- Be responsible for approving our policy for determining teacher assessed grades.
- Have overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- 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 signed-off in advance of results being submitted.
- Review historic centre records.

Deputy Head of Centre

Our Deputy Head of Centre, Ruth Powley, will:

- Provide training, support, and guidance for staff.
- Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Review the quality assurance of internal standardisation in line with centre policies and procedures.
- Review historic centre records.
- Prepare a succinct narrative on the outcomes of the review of historic records if appropriate.
- Ensure that teachers are aware of all students eligible for reasonable adjustment due to Covid restrictions and that appropriate modifications to the Additional Assessment Task timetable have been made in line with our centre policies and procedures.
- Coordinate our external quality assurance processes in line with our centre policy.

Senior Leader, Formal Curriculum and Assessment

Our Senior Leader, Formal Curriculum and Assessment, Tim Munro, will:

- Provide training, support, and guidance for staff including on maintaining objectivity.
- Work with curriculum teams to review the construction of Additional Assessment Tasks and the suitability of existing assessments.
- Ensure teachers have the information required to make accurate and fair judgments.
- Oversee the use of evidence across curriculum teams.

- Ensure that any necessary variations as a result of access arrangements, reasonable adjustments or mitigating circumstances, are shared during the process to ensure that all students are treated fairly and consistently.
- Oversee the production of Assessment Records for each curriculum team.
- Quality assure internal standardisation in line with centre policies and procedures.
- Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- Ensure that we consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.
- Ensure that teachers are aware of all students eligible for reasonable adjustment due to Covid restrictions and that appropriate modifications to the Additional Assessment Task timetable have been made in line with our centre policies and procedures.
- Ensure that records are maintained and retained in line with our centre policy and procedures.
- Oversee the storage and retrieval of assessment evidence.

Senior Leader, Examinations

Our Senior Leader, Examinations, Dafydd Jones, will:

- Provide training, support and guidance for staff including on malpractice.
- Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- Ensure that the Examinations Team retain candidate evidence used to determine teacher assessed grades and associated documentation.
- Ensure that teachers are aware of all students eligible for access arrangements and provide appropriate supporting and guidance on access arrangements where appropriate in line with our centre policies and procedures.
- Ensure that teachers are aware of all students eligible for special consideration and provide appropriate supporting and guidance on special consideration where appropriate in line with our centre policies and procedures.
- Ensure that teachers are aware of all students eligible for reasonable adjustment due to Covid restrictions and that appropriate modifications to the Additional Assessment Task timetable have been made.
- Ensure that records are maintained and retained in line with our centre policy and procedures.
- Implement the centre Suspected Malpractice policies and procedures in line with our centre policy and procedures.
- Implement our conflict of interest procedures in line with our centre policy
- Implement our arrangements for assessing private candidates.
- Oversee the distribution of results in line with our centre policy.
- Oversee the appeals process in line with our centre policy.

Student Services Lead, Learning and Achievement

Our Student Services Lead, Learning and Achievement, Dan Conley, will:

- Implement our protocols for the management of exceptions for Additional Assessment Tasks
- Ensure all staff involved in the management of exceptions for Additional Assessment Tasks conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- Ensuring that all staff involved in the management of exceptions for Additional Assessment Tasks implement the centre policy and procedures on authenticating evidence.
- Ensure that teachers are aware of all students eligible for reasonable adjustment and provide appropriate supporting and guidance on access arrangements where appropriate in line with our centre policies and procedures.
- Ensure that records are maintained and retained in line with our centre policy and procedures.

School Lead, Data and Timetabling

Our School Lead, Data and Timetabling, Darren Allcock, will:

- Compile historic records in line with our centre policies and procedures.
- Review historic centre records.
- Ensure that records are maintained and retained in line with our centre policy and procedures.
- Oversee the distribution of results in line with our centre policy.

Curriculum Team Leaders

Our Curriculum Team Leaders will:

- Provide training and support for staff in their curriculum team including on internal standardisation.
- Ensure that all teachers involved in the determination of grades read and understand the Centre Policy document and participate in all training required.
- Ensure that any less experienced staff are appropriately supported.
- Implement the centre policy on the use of evidence.
- Ensure that all teachers within their team make consistent judgements about student evidence in determining a grade.
- 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.
- Undertake internal standardisation in line with centre policies and procedures.
- Ensure that a Head of Department Checklist is completed for each qualification that they are submitting.
- Ensure that curriculum team are aware of all students eligible for access arrangements, reasonable adjustment and special consideration, and that centre policies and procedures have been followed.

- Ensuring that the curriculum team implement the centre policy and procedures on authenticating evidence.
- Ensure that records are maintained and retained in line with our centre policy and procedures.

Teachers

Our teachers will:

- Complete all assigned reading and training in line with the centre policy and procedures.
- Implement the centre policy and procedures.
- 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.
- Ensure that they are aware of all students eligible for access arrangements, reasonable adjustment and special consideration, and that centre policies and procedures have been followed.
- Implement the centre policy and procedures on authenticating evidence.
- Ensure that records are maintained and retained in line with our centre policy and procedures.

2. 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.

2.1 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 have had significant training over recent years in assessment construction as part of the delivery and assessment of our curriculum.
- A number of teachers across the school work as examiners for a range of examination boards.
- As part of the assessment construction process, the Senior Leader, Formal Curriculum and Assessment has worked closely with Curriculum Team Leaders to review the construction of Additional Assessment Tasks and suitability of existing assessments.
- All teachers involved in determining grades will watch a centre-based video briefing on how we will ensure consistency and fairness for all students which draws upon the relevant sections of the **JCQ guidance on the determination of grades**, the JCQ training module, **Maintaining Objectivity**, and the Ofqual guidance, **Information for centres about making objective judgements**.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- The Senior Leader, Formal Curriculum and Assessment will work closely with curriculum teams through the grading process to ensure that further training, support and guidance is provided where required.

2.2 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*

- No NQTs are involved in the process of determining grades in 2021.
- Where less experienced teachers are teaching Year 11 and Year 13 they will be assessing as part of a team of assessors within the curriculum team. This will form part of internal moderation.

3. 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*.

3.1 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.
- Candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained by the Examinations Team and made available for the purposes of external quality assurance and appeals.
- We will share with students and parents information about the range of evidence considered in grading decisions.

We will be using a range of evidence including:

- 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.
- Non-exam assessment work (often referred to as coursework), 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 awarding organisation mark schemes.
- A small number of internal tests taken by pupils in some subjects.
- Mock exams taken over the course of study.
- Records of a student's capability and performance over the course of study in performance-based subjects.

We provide further detail in the following areas:

We will use Additional Assessment Tasks

- To provide 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.
- To provide students with an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- To support consistency of judgement between teachers or classes by giving all students the same task to complete.
- To combine and/or remove elements of assessment material where, for example, a multi-part question includes a part which focuses on an element of the specification that has not been taught.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will ensure that we provide a range of Additional Assessment Tasks to support the existing evidence of students' performance.
- 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.
- 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. This will be done in line with the protocols in the centre document, ***Managing of Exceptions for Additional Assessment Tasks***
- Students will only complete any Additional Assessment Task once – we will not be allowing students to resubmit Additional Assessment Tasks.

4. Determining teacher assessed grades

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

4.1 Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- Our teachers will use a broad range of evidence which covers the assessment objectives.
- 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.
- Curriculum Team Leaders will produce an Assessment Record for each subject and will share this with the Senior Leader, Formal Curriculum and Assessment
- Any necessary variations will be shared during the process to ensure that all students are treated fairly and consistently.
- Grades will be determined in line with the **JCQ guidance on the determination of grades:** guidance on grading, and the Ofqual **Information for centres about making objective judgements.**

5. 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

5.1 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 determining teacher assessed grades read and understand this Centre Policy document.
- 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 sufficiently trained and supported to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisations.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisations.
- 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 curriculum Team Leader, or if the Curriculum Team Leader is the sole teacher then it will be the Senior Leader, Formal Curriculum and Assessment
- Grading decisions will be signed off by two members of the curriculum team, one of whom should be the subject lead or Curriculum Team Leader.
- The Head of Department Checklist will be used by all teams to support this process.
- The processes used by each curriculum team will be standardised by the Senior Leader, Formal Curriculum and Assessment to ensure consistency across curriculum teams.
- The processes used by the Senior Leader, Formal Curriculum and Assessment will be reviewed by the Deputy Head of Centre to ensure internal review has occurred.
- 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.

6. 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.

6.1 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 the June series for 2017, 2018 and 2019
- We will consider the size of our cohort in each of these years
- We will consider the stability of our centre's overall grade outcomes across 2017, 2018 and 2019.
- 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.
- In line with JCQ guidance, we will only consider historic records of mark data and grade distributions once the grade judgements for the current assessments have been recorded.

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.
- The Head of Centre, Deputy Head of Centre and School Lead for Data and Timetabling will review historic records.
- Where it is felt that assessed grades for 2021 may be overly lenient or harsh compared to results in previous years there will be an internal review of the evidence of students' work by the Deputy Head of Centre, working with the Senior Leader, Formal Curriculum and Assessment and the Curriculum Team Leader.

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 historic records used for this process.
- Private candidates will be excluded from historic records.

7. 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.

7.1 Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- Teachers will be aware of all students eligible for access arrangements, reasonable adjustments and/ or special consideration. This information will be stored centrally.
- 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 obtain alternative evidence if we believe that use of this evidence would be detrimental to the student.
- 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. The protocols for this can be found in the centre document, ***Managing of exceptions for Additional Assessment Tasks.***
- Where students are required to isolate as a result of Covid restrictions reasonable adjustments will be made to ensure that students can access Additional Assessment Tasks.
- Eligibility for reasonable adjustments will be based on evidence from appropriate external agencies and/ or professionals. The rationale for this will be recorded. The protocols for this can be found in the centre document, ***Managing of exceptions for Additional Assessment Tasks.***

- Where students are eligible for reasonable adjustments the range of evidence may be tailored to an individual student but should assess the student's ability across a reasonable range of subject content reflecting, where possible, all assessment objectives set out in qualification specifications. This will be done in line with **JCQ guidance on the determination of grades**: reasonable adjustments, access arrangements and special consideration.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of access arrangements, reasonable adjustments and mitigating circumstances such as the impact of illness or personal circumstances on the performance of individual students in assessments.
- We will maintain an internal document giving an overview of every candidate whose portfolio of evidence is different or has been gathered under different circumstances because of access arrangements, reasonable adjustments or mitigating circumstances.
- 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

8. Addressing disruption/differential lost learning (DLL)

8.1 Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- In line with Ofqual guidance, Additional Assessment Tasks have been designed based on content that students have been taught.
- The content for Additional Assessment Tasks has been shared with students.
- A range of evidence has been used in each subject to give students the opportunity to demonstrate what they are capable of.
- The Additional Assessment Task timetable has been planned to minimise the impact of disruption by spreading the assessment window over a period of weeks.
- The Additional Assessment Task timetable has been planned to ensure that all students can continue with timetabled lessons to help to prepare them.
- Where students are required to isolate as a result of Covid restrictions reasonable adjustments will be made to ensure that students can access Additional Assessment Tasks.

9. Objectivity

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

9.1 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, Curriculum Team Leaders and the Head of 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.

Senior Leaders, Curriculum Team Leaders and the Head of Centre will ensure:

- Additional Assessment Tasks will be anonymised and in all subjects with more than a single group, teachers will not mark their own classes' Additional Assessment Tasks.
- In some subjects, specific teachers will mark specific questions for all candidates.
- Additional Assessment Tasks will only be 'anonymised' after moderation of that Additional Assessment Task has taken place.

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 procedures will help to ensure that grades are reviewed by an appropriate number of colleagues. This process will be overseen by the Senior Leader, Formal Curriculum and Assessment.
- All teachers involved in determining grades will watch a centre-based video briefing on how we will ensure consistency and fairness for all students which draws upon the relevant sections of the **JCQ guidance on the determination of grades**, the JCQ training module, **Maintaining Objectivity**, and the Ofqual guidance, **Information for centres about making objective judgements**.

10. 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.

| 10.1 | Recording Decisions and Retention of Evidence and Data |
|---|---|
| <p>This section outlines our approach to recording decisions and retaining evidence and data.</p> <ul style="list-style-type: none">• We will ensure that teachers and Curriculum Team Leaders 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). | |

11. Authenticating evidence

11.1 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:

- i. High control conditions for Additional Assessment Tasks
 - ii. Protocols in place for managing of exceptions for Additional Assessment Tasks
 - iii. Monitoring of any unusual patterns of performance, including significant differences between standards of performance achieved under different levels of control. Where such patterns or differences are identified this will be brought to the attention of the Senior Leader, Formal Curriculum and Assessment so that professional judgement can be appropriately and consistently exercised across curriculum teams.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by the awarding organisations to support these determinations of authenticity.

12. 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.

| 12.1 | Confidentiality |
|--|-----------------|
| <p><i>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.</i></p> <ul style="list-style-type: none">• 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.

| 12.2 | Malpractice |
|--|-------------|
| <p><i>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.</i></p> <ul style="list-style-type: none">• 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. We have done this in line with the JCQ Suspected Malpractice Policies and Procedures. Further details can be found in the centre document, Suspected Malpractice Policies and Procedures.• All staff involved have been made aware of these policies relating to both staff and student malpractice, and have received training in them as necessary including a centre based video which draws upon the relevant sections of the JCQ guidance on the determination of grades and the JCQ Suspected Malpractice Policies and Procedures.• All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:<ul style="list-style-type: none">○ 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.

| 12.3 | 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 to separate duties and personnel to ensure fairness in later process reviews and appeals.
- All staff are aware of our conflict of interest policy 2020-21 and have submitted the relevant declaration.

13. Private candidates

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

| 13.1 | Private Candidates |
|---|---------------------------|
| <p><i>This section details our approach to providing and quality assuring grades to Private Candidates.</i></p> <ul style="list-style-type: none">• 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. | |

14. 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.

| 14.1 | External Quality Assurance |
|--|-----------------------------------|
| <p><i>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.</i></p> <ul style="list-style-type: none">• 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.

15.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.

| 15.1 | Results |
|--|----------------|
| <p><i>This section details our approach to the issue of results to students and the provision of advice and guidance.</i></p> <ul style="list-style-type: none">• 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 have been made aware of arrangements for results days. | |

16.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.

| 16.1 | Appeals |
|--|----------------|
| <p><i>This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.</i></p> <ul style="list-style-type: none">• 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 have been appropriately guided as to the necessary stages of appeal.• Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.• Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.• Appropriate information on the appeals process will be provided to parents/carers. | |

