



# Stockport School Centre Policy

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FOR GCSES SUMMER 2021

## Centre Policy for Determining Teacher Assessed Grades – summer 2021

### Stockport School

#### Statement of Intent

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

#### Statement of Intent

In determining the Teacher Assessed Grades for the class of 2021, our intent is to ensure fair, valid and reliable assessment outcomes for our students in line with the requirements set out with the DfE, Ofqual, the JCQ and awarding organisations.

Teachers are required to determine Teacher Assessed Grades based on a range of evidence completed as part of the course, including evidence produced in the coming months, which demonstrates each student's performance on the subject content they have been taught. The grades submitted to exam boards will reflect fair, sensible and carefully considered judgements.

All teachers involved in making the judgements of Teacher Assessed Grades will follow our centre policy to ensure the process is fair and consistent for all students.

We will offer training, support and guidance to our staff on receipt of guidance from the DfE, Ofqual, the JCQ and awarding organisations.

For quality assurance, internal standardisation processes within departments will ensure our students' evidence is fairly assessed and consistently reported. Our centre approach will include appropriately considering results from previous cohorts at a subject and school level to support the process for assigning grades, but it will not determine a student's or our school's final outcomes. For external quality assurance, we will put arrangements in place to comply with any awarding body's requests or processes.

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

#### Head of Centre

- Our Head of Centre, Mr Ian Irwin, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Stockport 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.

#### Senior Leadership Team and Directors of Study (DoS) (including subject qualification leaders)

Our Senior Leadership Team and Directors of Study (DoS) (including subject qualification leaders) 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.
- produce an Assessment Record for each subject cohort, that includes the sources of the assessment evidence being used and the rationale for the choice of evidence, 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 must also be recorded.
- produce a checklist and declaration that will be completed for each subject before submitting the grades for internal standardisation.

#### 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.

- contribute towards the Assessment Record for each subject cohort, under the direction of the Directors of Study, 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

### Training

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.

- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- During the normal academic year, Directors of Study are facilitated in attending exam board training and accessing updated materials.
- School CPD calendar adjusted as defined below in order to adequately support and provide time for the TAG process.
- All Directors of Study have a fortnightly meeting with their SLT link. These will cover:
  - Support in defining use of the extra department time
  - Support in defining appropriate processes
  - An agreed list of key question to ask all Directors of Study to support critical evaluation of approaches:
    - Content and evidence in our context:
      - What evidence have we got / could we get that we can use?
      - What context can this be used in?
      - What has not yet been covered in the curriculum and how will we work with this in making this decision?
    - Establishing consistency and fairness:
      - How will you balance enabling consistency within the team without creating unnecessary barriers to grades?
      - How will your process enable students to evidence recent improvement without disadvantaging progress already evidenced?
      - How will you ensure that planning and communication mean there are no surprises, whilst also minimising stress and fear?
      - How will you avoid positive / negative bias to ensure equal opportunity of access to grades?
      - How are you supporting NQTs / RQTs who have not yet experienced their own set of results?
      - What contingency plans do you have if Year 11 are required to be out of school again?
      - How will you ensure you are confident in managing any appeals?
      - What fears or concerns do you have and how might we find answers / solutions to these?
- Adjusted CPD calendar -
- 25th March 2021 - INSET - All staff
  - Introducing TAGs - including:
    - the OFQUAL leaflet defining the three-stage process: working out your grade; evidence and results and appeal
    - the adjustments to the school CPD programme to ensure appropriate time for teams to carry out training, support and guidance to ensure standardised grades
    - Sharing a 5-stage plan that departments will take in order to ensure a standardised approach:
      - establishing a data collection as a starting point and quality assuring this
      - establishing potential use of exam board materials and guidance on mini-assessments
      - establishing that TAGs will be compared with prior department attainment to review any potential unexpected discrepancies.
      - TAGs submitted.
      - Example approaches from two departments.
- 15th April 2021 - MLT - Directors of Study
  - Update to TAG process - reminder of:
    - process as previously defined
    - to keep post-Easter work
    - Quality Assurance of Assessment Point data
- 22nd April 2021 - Short whole school INSET and Department time
  - Whole school
    - JCQ guidance and summary of ASCL webinar
  - Opportunity for Directors of Study to share their approach with Teams
    - Conducting mini-assessments
    - Standardisation / Moderation
- 6th May 2021 - Department Time - potential activities
  - Standardisation / moderation

- Shared marking
- Use of optional assessments finalised
- 20th May 2021 - INSET and Department Time - opportunity for whole staff update and then time to carry out any actions
  - Opportunity to establish any final requirements / processes

### 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:

- For this academic year, none of our NQTs has a Year 11 class and will therefore not be required to submit a final TAG.
- All departments have approaches to standardising assessments during the year and these are discussed with SLT line managers. RQTs / those less experienced with the assessment would be included in these sessions.
- The list below defines approaches departments are already / will potentially employ to support those less familiar with the assessment. The school CPD calendar has been adjusted to allocate time for these activities. Departments will define which of these are most appropriate for their context:
  - Using exam board material in department meetings to standardise
  - Time to moderate work
  - Teachers working in triads / pairs to review marking
  - Specific support for individuals on how to mark papers - for example from an experienced marker in the department
  - Use of a comparative judgements approach
  - Open marking - teachers taking responsibility for marking a specific paper / question - not their own paper.
  - All Directors of Subject have a fortnightly quality assurance meeting with an SLT link - where subject leaders are less experienced with the examination requirements, this will provide an opportunity to establish additional support - i.e. exam board training.

## 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.

### Use of evidence

Our approach to the use of evidence in our Teacher Assessed Grades process is in line with the requirements set out with the DfE, Ofqual, the JCQ and awarding organisations.

- For each of our students' qualifications in school, teachers will assess the standard at which they are performing, based only on what they have been taught, so that we can determine their final grade. Teachers' judgements will be based on a range of evidence linked to the subject content that teachers have delivered, either in the classroom or by remote learning.
- This range of evidence will include work that students have already completed such as mock exam results, homework, or in-class tests. It will also include further assessments conducted in the summer term, which might include questions sent from awarding organisations to support the TAG process.
- Directors of Subjects and subject leaders, with the support of the SLT, will decide how best to approach this for their own subject. This means each subject might have a slightly different approach, but every subject will be consistent in ensuring the process is fair and appropriate to ensure valid and reliable decisions.
- For GCSE art and design, students' grades will be based on their portfolio only, whether or not they have finished it. For GCSE English language, and GCSE modern foreign languages, we will submit a separate grade for the spoken language tested, based on work that students have completed.
- For subjects that require coursework, controlled assessment or portfolio work, students will continue to work on these in those subjects.
- Wherever possible the same range of evidence will be used for all students in subject cohort or class and students' grades will be determined using only this evidence.
- In exceptional circumstances it will be necessary to adapt this approach for individual students if they have missed some teaching, or one or more assessments, for valid reasons. An Assessment Record will be completed, recording the necessary variations for individual students.
- 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 use 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:

#### Additional Assessment Materials:

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.

- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.
- Our timetable for additional assessments (termed "mini-assessments" in school) is as follows:

Qualification	Date / period
Accounting	Wednesday 5th May period 1, and Wednesday 12th May period 3
Art & Design	Continuous Assessment until 28th May
Art 3D Design	Continuous Assessment until 28th May
Computer Science	Monday 26th April and Monday 10th May Period 4
Drama	P4 26th April, P3 28th April, P4 29th April, P1 30th April
English	Thursday 29th April - writing task (x side = period 1, y side = period 2). Thursday 6th May - DNA paper (x side = period 1 and 5, y side = 2 and 6)
Geography	Monday 10th May (period 4 or 5)
Graphics	Continuous Assessment until 28th May
Health & Social Care	Weds 12th May period 5
History	Germany paper: Wednesday 12th May and Friday 14th May
Maths	Wednesday 5th May (X - P3, Y - P5); Thursday 6th May (X - P1, Y - P6); Monday 10th May (X - P3, Y - P1); Tuesday 11th May (X - P4, Y - P5)
MFL French	Tuesday 20th May
MFL German	Already completed
MFL Spanish	Tuesday 20th May
Music	14th May – NEA performance day – students coming out for 20 min slot throughout day). Wednesday 19th May P1 (Mini assessment).
Photography	Continuous Assessment until 28th May
Physical Activity BTEC	No further additional assessments
Physical Education GCSE	26th April period 5 and 17th May period 1
Religious Studies	Friday 30th April
Sci Biology	Wednesday 5th May (Y period 4 and X period 5)
Sci Chemistry	Thursday 6th May (Y period 2 and X period 5)
Sci Physics	Friday 7th May (Y period 1 and X period 3)
Sci Combined	Biology: Weds 5th May (Y pd 4 and X pd 5); Chemistry: Thurs 6th May (Y pd 2 and X pd 5); Physics: Fri 7th May (Y pd 1 and X pd 3)
Sociology	Education: 26th April plus 10th May. Families: 10th May and 17th May. Stratification and Crime & Deviance will be assessed each week.
Textiles	Continuous Assessment until 28th May

April				
Monday	Tuesday	Wednesday	Thursday	Friday
26	27	28	29	30
Computer Science Drama PE Sociology		Drama	Drama English	Drama Religious Studies
May				
Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
		Maths Biology Accounting	English Maths Chemistry	Physics
10	11	12	13	14
Computer Science Geography Maths Sociology	Maths	Health and Social Care History Accounting		History Music
17	18	19	20	21
PE Sociology		Music	French Spanish	



- All curriculum content included in these assessments has been delivered to students by their teachers.
- The range of questions in the assessments are selected to be appropriately accessible for students of lower ability and appropriately demanding for students of higher ability to demonstrate performance. For qualifications with tiered assessments the assessments allow for the appropriate tier of difficulty.
- Access arrangements and reasonable adjustments have been provided with appropriate input from the SENCo and other specialists.

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

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted.
- We will consider the limitations of assessing a student's performance in subjects with regards to the timing of assessments within the duration of the course.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

## Determining Teacher Assessed Grades

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

### **Awarding teacher assessed grades based on evidence**

- Our teachers are required to determine Teacher Assessed Grades based on a range of evidence completed as part of the course, including evidence produced in the coming months, which demonstrates each student's performance on the subject content they have been taught. The grades submitted to exam boards will reflect fair, sensible and carefully considered judgements.
- Our teachers will not judge the Teacher Assessed Grades from wholly the Additional Assessments (mini-assessments). At the point of the January 2021 nationwide lockdown, 80% of the Key Stage teaching weeks were completed, and so the majority of students' full range of evidence that contributes towards the TAGs will be determined by assessments completed before this point. Additional Assessments (mini-assessments) will contribute in an appropriate, sensibly proportioned way towards each student's Teacher Assessed Grade.
- 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 Directors of Study and subject leaders will produce an Assessment Record for each subject cohort. Teachers will be involved in the completion of the Assessment Record, including any individual students' variation of evidence.

## 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.

### A. Internal Quality Assurance

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

#### Internal quality assurance

We will have a robust approach to internal quality assurance to ensure the Teacher Assessed Grades we submit are fair, valid and reliable. Teachers are not making grade decisions in isolation and it is the evidence of students' work that will form the basis of each students' grade. Where appropriate, we will conduct thorough internal standardisation of the Additional Assessments (mini-assessments) and the awarding of TAGs. This includes:

- We will ensure that all teachers involved in deriving 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 internal standardisation of evidence.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach within subject cohorts to:
  - Arrive at Teacher Assessed Grades
  - Mark of evidence
  - Reach a holistic grading decision
  - Apply the use of grading support and documentation
- We will review the aggregate cumulative grade distribution for each subject and compare to previous exam years that are appropriate.
- 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 a subject in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate senior member of staff within the centre. This will include:
  - Accounting
  - 3D Design
  - Computer Science
  - Drama
  - Graphics
  - Music
  - Photography
  - Textiles
- 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.

## B. Comparison of Teacher Assessed Grades to Results of 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.

### Comparison of Teacher Assessed Grades to results for previous cohorts

- We will compile information on the grades awarded to our students in past June series in which exams took place (limited to 2017/18/19, where appropriate) in the form of cumulative grade distribution for each subject.
- 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.

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 conduct data analyses of TAGs and compare to previous years' data (as above).
- We will give 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 (e.g. SISRA) that will help to quality assure the grades we intend to award in 2021.

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 consider:
  - The prior attainment of each cohort (centre and subject)
  - The size (student number) in each cohort (centre and subject)
  - Any significant changes which might affect the performance of the subject cohort, for example timetable allocation, contact time or any other factors.

## 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/or include alternative evidence obtained, or demonstrate that this was considered when teachers make their final judgment.
- We will share attendance data which relates to whether students faced additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers.
- We will share data which relates to whether students faced additional disruption to their teaching and learning as a result of not having electronic equipment over lockdown (e.g. laptop) in comparison to their class peers.
- 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)

**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 share attendance data which relates to whether students faced additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers.
- We will share data which relates to whether students faced additional disruption to their teaching and learning as a result of not having electronic equipment over lockdown (e.g. laptop) in comparison to their class peers.
- 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, and record on the Assessment Record.

## Objectivity

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

**Objectivity**

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

Senior Leaders, Directors of Study, Subject Leaders 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.

## 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.

### **Recording Decisions and Retention of Evidence and Data**

- We will ensure that teachers and Directors of Study 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).

## 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.

### **Authenticating evidence**

- Robust mechanisms, which will include our selection of sources of evidence, the linked level of control and the standardisation of evidence 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.
- 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 (AQA, Pearson Edexcel, OCR) to support these determinations of authenticity.



## Confidentiality, malpractice and conflicts of interest

### A. Confidentiality

This section of our Centre Policy outlines the measures in place to maintain 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.

#### Confidentiality

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

### B. Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements, and to deal with such cases if they occur.

#### Malpractice

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed by our exams officer 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 JCO guidance: [JCO 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.

This list is not intended to be exhaustive and there may be other instances of potential malpractice that require investigation.

### C. Conflicts of Interest

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

#### Conflicts of Interest

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration. This information has been collected and there are instances in art, geography and science. The details have been shared with exam boards and the conflict of interest in art is the sole instance that requires internal action.

- 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.

## 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.

### External Quality Assurance

- 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.

### Results

- All staff involved will be made aware of the specific arrangements for the issue of results in Summer 2021, including the date of issue of GCSE results – 12<sup>th</sup> August.
- 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, including Centre Reviews, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

### Appeals

- All staff involved will be 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 will be 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 college re-sits of English and or maths might take place.
- 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.