

Crompton House Church of England Secondary School Centre Policy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021





Centre Policy for determining teacher assessed grades

Summer 2021: Crompton House Church of England Secondary School

Statement of Intent

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

Statement of Intent

At every stage of the teacher assessed grades process, our purpose is to ensure valid and reliable assessment outcomes for our students.

In line with the requirements set out by the Department for Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications, our teachers are required to determine grades which are a reliable reflection of a range of assessed evidence available for each student based on the curriculum content they have been taught from across the course of study. The grades issued by teachers are not able to take account of a student’s potential. They will be reflective of the standard at which our students are performing and will be based on a range of evidence of the student’s demonstrated knowledge and skills. We must therefore guarantee that teacher assessed grades accurately reflect the evidence submitted. It is the evidence of each student’s work that must form the basis for each student’s grade.

All teachers involved in determining grades in our centre will adhere to our Centre Policy and will attend training to achieve consistency and fairness to all students. Internal standardisation and quality assurance processes within and across subject departments will maintain a consistent approach to the marking of evidence and objectivity of decisions whilst ensuring that teachers are confident that the evidence is authenticated as each candidate’s own work. We will put in place arrangements to comply with arrangements for external quality assurance of teacher assessed grades in a timely and effective way and will consider both subject and centre level variation in outcomes during the internal quality assurance process.

The purpose of this policy is:

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias within and across all 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 Karl Newell, and Crompton House School's Curriculum Governing Body 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 are accurate, fair, objective and a reliable reflection of the assessed evidence available for each student on the curriculum content they have been taught.
- 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, Curriculum Team Leaders, and Heads of Department

Our Senior Leadership Team, Curriculum Team Leaders, and Heads of Departments will:

- 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.
- 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 outcomes from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- produce an assessment record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.



Examinations Officer

Our Examinations Officer will:

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

Training, support and guidance

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

Training

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

- Heads of Subject involved in creating future centre-designed tasks (Spring Assessments) receive initial support on the teacher assessed process and specific guidance on assessment design for Spring Assessments (9th March 2021).
- Curriculum Team Leaders and Senior Leadership provide training, support and guidance to Heads of Subject involved in creating the Spring Assessments via internal quality assurance procedures.
- Heads of Subject attend centre-based training (27th April 2021) to help achieve consistency and fairness to all students.
- Teachers involved in determining grades in our centre attend centre-based training (24th May 2021) to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

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

- Standardisation and moderation sessions have been timetabled during school innovation time to allow future centre-designed tasks (Spring Assessments) to be marked and moderated with accuracy.
- Robust departmental policies are in place to aid with the objectivity of marking of future centre-designed assessment tasks alongside consistent application of the marking schemes E.g. included here:

Biology Higher		74 students			
Question	Topic	marks per Q	Total marks	Marker	Notes
1	Photosynthesis	8	104	ELB	as Q7 foundation biology
2	Diffusion	14	1036	ELB	as Q8 foundation biology incl 6 marker
3	Cells and cell cycle	13	962	FLN	
4	DNA	11	874	FLN	
5	Plants	13	962	FLN	
6	Brain/eye	8	592	LWA	
7	Disease	6	444	LWA	6 marker
8	Reproduction	4	296	HCO	
9	Plant hormones	9	686	HCO	

Biology Foundation		25 students			
Question	Topic	marks per Q	Total marks	Marker	Notes
1	Reproduction	2	50	HCO	
2	Cell division	10	250	HCO	
3	Disease	11	275	HCO	
4	Plants	8	200	HCO	
5	Plant defences	8	200	HCO	
6	Brain/eye	12	300	HCO	
7	Photosynthesis	8	400	HCO	
8	Diffusion	14	350	ELB	as Q1 Higher biology
9	DNA	9	225	ELB	as Q2 Higher biology incl 6 marker

- Across the centre, we have two colleagues who may require mentoring from experienced teachers when it comes to marking and moderation of future centre-designed assessment tasks. In these departments (Science and Mathematics), standardisation sessions are led by more experienced members of staff who are also experienced external markers for the exam boards.

- Additional support and, where appropriate, quality assurance measures will be provided by the Head of Department and/or Curriculum Team Leaders for newly

qualified teachers or departments with less experienced Heads of Subject. This will be agreed on a case-by-case basis and will include, for example, Senior Leaders validating the outcomes after comparing with outcomes in associated subject areas where applicable.

- We will put in place additional review measures of teacher assessed grades for all teachers, including NQTs, as appropriate.



Use of appropriate evidence

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

A. Use of evidence

Our approach in relation to the selection of range of evidence to inform students' overall grades gives due regard to the requirements set out by the Department for Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications. Our approach ensures that students' grades will be determined using only evidence which shows each student's performance on the aspects they have been taught on a range of specification content, and which accounts for the context in which each student's evidence has been produced.

The approach we will take to the selection process for evidence towards grading decisions draws on a consistent methodology of using evidence which has been gathered in conditions that enable confidence about the authenticity of each student's work. Our process of collection of evidence is therefore centred on the following to help to ensure there is common basis to all teacher assessed grades, and that the evidence used to make grading decisions is consistent across the cohort and aligns with our Centre Policy:

1. The conditions under which the evidence was produced (evidence which is consistent across the whole cohort and which has been completed under a high centre level of control, to which internal standardisation activities have been applied).
2. The level of confidence we have in its authenticity (evidence that has been authenticated as each student's own work).
3. The opportunity for students to show the full breadth of their knowledge and understanding based on what they have been taught on a range of specification content and assessment objectives.

Wherever possible, the same range of evidence will be used for all students in a class or cohort and students' grades will be determined using only this evidence. In exceptional circumstances, it may be necessary to adapt this approach for individual students. An assessment record compiling these sources of evidence, showing how the teacher assessed grades process has operated, will be produced for each subject cohort, including any variations for individual students. 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.

The range of evidence on which our teacher assessed grades in each subject will be based is non-negotiable. The types of evidence selected will be confirmed by our head of centre, heads of department and teachers as a true representation of student performance based on the confidence held in the conditions in which the work was completed, including the depth and breadth of assessed knowledge, skills and understanding. **This may comprise:**

GCSE/Cambridge National:

- Internal summative assessments taken by students throughout Year 10
- Mock examinations conducted in November 2020
- Completed or incomplete Non-Examined Assessment (NEA) / records of practical performance
- Spring assessments conducted in April 2021
- Substantial classwork if appropriate

A – Level/EPQ/Level 3 Core Maths/Applied Medical Science:

- Internal summative assessments taken by students throughout Year 12
- Mock examinations conducted in October 2020
- Completed or incomplete Non-Examined Assessment (NEA) / records of practical performance
- Spring assessments conducted in April 2021
- Substantial classwork if appropriate

**BTEC:**

- We will use existing policies that are in place to ensure the internal verification of qualification level teacher assessed grades.

This evidence base will be shared with students and parents. Both students and parents have been made aware that we are unable to include estimated grades in line with the Joint Council for Qualifications guidance in that schools are unable to include grades higher than the actual evidence supports as part of the range of evidence. Students and parents have also been made aware that schools are advised to be careful to avoid teachers being put under pressure from students, parents or carers to submit grades that are higher than those supported by the sources of evidence and any records of such cases of inappropriate pressure will be kept and might be required to be reported to the exam boards, which they may treat as potential malpractice.

We provide further detail in the following areas:

- In order to gain further evidence that shows performance on aspects that students have been taught in the aim of also supporting consistency of judgement, we have taken the option to set Spring Assessments for all our students in Years 11, 12 and 13 who would have been sitting exams this summer.
- These have been developed by Heads of Subject using a range of different assessment materials from our awarding organisations.
- These reflect the specification and follow the same format as awarding organisation materials and will be marked in a way that reflects awarding organisation mark schemes.
- In order to protect the integrity of each assessment and to maximise fairness for all students in our centre, whilst feeling confident in the authenticity of students' work and the conditions under which the evidence was produced, we took the decision to run these as summative tests in invigilated conditions, with all students sitting the assessment at the same time. An overview of our Spring Assessment Timetable is below:

Spring Assessments Monday 19th April – Friday 30th April 2021 - Y11 & Y13

Date	Session 1 8.50 – 9.50	Session 2 10.15- 12.15	Session 3 13.00 – 14.45
Monday 19 April	Y11 Comb Science (Bi) - 1 hour	Y13 – 2 hours Music, Physics, Psychology	Y11 English Language - 1 hour 45
Tuesday 20 April	Y11 Maths 1 - 1 hour	Y13 – 2 hours History, Maths, Theatre Studies Y11 – English Literature P1 50 mins	Y11 RS - 1 hour 30
Wednesday 21 April	Y11 - 1 hour German List & Read Spanish List & Read	Y13 – 2 hours Computer Science Economics English Literature French, Geography Further Maths (Y12 & 13) Product Design, Spanish	Y11 Chemistry - 1 hour 30 Comb Science (Ch) - 1 hour
Thursday 22 April	Y11 Maths 2 - 1 hour	Y13 Sociology 2 hours Y12 Medical Science 1 hour 30	Y11 Physics - 1 hour 30 Comb Science (Ph) - 1 hour
Friday 23 April	Y11 Music - 1 hour	Y13 – 2 hours Biology, Government & Politics	Y11 Geography - 1 hour 30 Y13 Business Studies - 2 hours
Monday 26 April	Y11 English Literature P2 50 mins	Y13 – 2 hours English Language, Media	Y11 PE - 1 hour 15
Tuesday 27 April	Y11 Sociology - 1 hour	Y13 – 2 hours Chemistry, Philosophy & Ethics	Y11 History - 1 hour
Wednesday 28 April	Y11 Maths 3 - 1 hour	Y13 Core Maths Y11 Food & Nutrition - 1 hour	Y11 German & Spanish Writing H - 1 hour 15, F – 1 hour
Thursday 29 April	Y11 Business Studies - 1 hour	Y13 - 2 hours Health & Social Care, PE	Y11 Biology (Separate)- 1 hour 30
Friday 30 April	Y11 Computer Science -1 hour	Y11 Drama - 1 hour 30	Y11 Design Technology - 1 hour



- The time allocated to each subject area has allowed us to offer students the opportunity to show full breadth of their knowledge and understanding based on what they have been taught on a range of specification content and assessment objectives.
- These may also be an opportunity for students to show what they know, understand or can do in an area of content that has been taught but not assessed previously.
- Spring Assessments have been created in a way whereby questions have been combined/removed if this focused on an element of the specification that has not been taught.
- These may also be an opportunity to show improvement in line with ongoing progress made throughout the respective courses.

Internal quality assurance of the creation of these Spring Assessments has taken place to ensure:

- All curriculum content included within the Spring Assessments has been delivered to students by their teachers.
- Spring Assessments reflect the sorts of questions and tasks that our students would normally undertake in preparation for the GCSE / A-Level qualifications; source material used is fully exam board standard.
- Questions included in the Spring Assessment have not already been completed by pupils.
- There are a range of questions – different tariffs; appropriately accessible for lower ability students and appropriately demanding to allow higher ability students to demonstrate performance to support higher grades. For qualifications with tiered assessments, the assessment set allows for the appropriate tier of difficulty.
- Timing allocated is realistic in terms of marks per minute based on the number of questions/tasks included.
- Question command words match those typical of the specification.
- Access arrangements and reasonable adjustments for assessments have been provided with appropriate input from the SENCo and other specialists.
- Standardisation/moderation slots agreed; taken note of the guidance about minimising bias and internal standardisation processes incorporate this.

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

- Our centre is required to consider a range of factors when deciding how to balance the full range of evidence available for each student over the course of study to decide on an objective overall grade.
- To ensure the appropriateness of balance of evidence, our centre will determine the relative merits of each piece of evidence, to be consistently applied across all candidates in line with our centre’s internal quality assurance processes.
- This will ensure that all teachers within our departments make consistent judgements about student evidence in deriving a grade.
- More recent evidence is likely to be more representative of student performance, although there may be exceptions and consideration throughout will be given to the following in order to determine the strongest indicator of the student’s performance within each subject area:
 - coverage of the specification and assessment objectives
 - coverage of content, depth and breadth of knowledge, understanding and skills assessed
 - authenticity – we are able to authenticate the work as the student’s own
 - level of control – timed/supervised high control conditions
 - marking – what internal standardisation processes have been applied?
 - weighting of NEA
- We will consider the limitations of assessing a student’s performance in subjects when using assessments that have been completed at an earlier point in the course.



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.

- In order to ensure that our teachers consistently apply assessment criteria and standards within and across subject departments, our approach is a whole school one, which ensures that all teachers are supported to take evidence-based decisions from across the duration of the student's course based on what our students have been taught.
- The range of evidence to be used in determination of the teacher assessed grade will be consistent across departments with specific guidance issued to teachers and departments on how the evidence is used appropriately to arrive at a fair and objective grade for each student in each subject, which is free from bias.
- Assessment records will be produced for each subject cohort. Our aim is for these to be consistent across the school based on the evidence sources cited above. Any necessary variations for individual students will be shared.

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. Teachers are not making grading decisions in isolation and in addition to the training, support and guidance provided to our teachers, we have a robust approach to ensure internal standardisation of both the marking of ongoing assessment tasks as well as of teacher assessed grades within and across subject departments to ensure consistency, fairness and objectivity of decisions. Where appropriate and available, exam board professional development training sessions on mark scheme guidance and application are also being attended. Our detailed, step by step internal quality assurance process will include all of the following aspects:

- Accurate recording and effective checking of information on the assessment record for the student to avoid errors in submitting teacher assessed grades; we will ensure that records that show how the teacher assessed grades process operated are maintained.
- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to - Arriving at teacher assessed grades, - Marking of evidence, -Reaching a holistic grading decision, - Applying the use of grading support and documentation
- Once teachers have determined students' grades, all grading decisions will be subject to our school's internal quality assurance processes and will include a review to verify that grades have been determined consistently with our school's policy.
- We will conduct internal standardisation across all grades.
- We will ensure that the assessment records form the basis of internal standardisation and discussions across departments to agree the awarding of teacher assessed grades.
- We will consider 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, which will be the case in A Level Economics, then the output of this activity will be reviewed by an appropriate member of staff within the centre. This will be Mr Tony Ashworth, former Head of Business Studies and Economics and now Teacher of Business Studies.



- 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. Our Special Educational Needs Co-ordinators (SENCOs), SEND leaders and assessors have previously been advised to continue to process online applications as if examinations were taking place this summer. This will formalise the arrangements for the student's assessments and will ensure consistency with the Equality Act 2010.

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 from 2017 - 2019.
- We will compile information on the NEA marks awarded to our students in past June series 2018 – 2019.
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

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 a very thorough data analysis comparing our initial teacher assessed grades to historic data.
- We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs.
- Where required and appropriate, we will use the Ofqual guidance to convert legacy grades into the new 9-1 scale.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- Each individual student's grades will be analysed with each relevant subject teacher and Head of Subject.

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 ability of our overall cohort as well as the ability of each subject cohort in our comparisons.
- We will consider the size of each subject cohort in our comparisons and will need to reflect on the size of individual subject cohorts which differ significantly in size from previous years.
- For some GCSE and A Level subjects, some cohort sizes may not be sufficient in size for direct comparisons to be made.
- For some subjects, we only have one set of comparable data, in some cases, from before GCSEs were reformed and this will need to be taken into consideration in our comparisons.
- Wherever there are significant deviations in our comparisons to historic data, we will be able to provide comprehensive explanations, backed up by appropriate evidence.



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.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement and if this disadvantages the student, we will remove that assessment from the basket of evidence and if appropriate alternative evidence obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student’s standard of performance, we will take account of this when making judgements.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

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

Objectivity

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

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity. Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation. Senior Leaders, Heads of Department and Centre will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias); and
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates’ positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and

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



Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student’s demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place 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

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Our selection of sources of evidence, all taken from work produced in summative assessment conditions ensures 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 the awarding organisations (AQA, WJEC Eduqas, Pearson Edexcel and OCR) to support these determinations of authenticity.



Confidentiality, malpractice and conflicts of interest

Confidentiality

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

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

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

Malpractice

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

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed 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 JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.



Conflicts of Interest

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

C. Conflicts of Interest

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

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration. This information has been collated and there are two such cases identified in Music and English.
- Our Head of Centre will take appropriate action, including the use of local SLEs (Specialist Leaders of Education), 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 of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.



Results

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

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

Appeals

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

A. Appeals

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

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners 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.