

Hinckley Academy- Centre Policy

FOR A/AS LEVELS, GCSES AND VOCATIONAL FOR SUMMER 2021



Centre Policy for determining teacher assessed grades in Summer 2021

Background

This policy sets out the processes the centre will follow for determining grades, in an appropriate, consistent and fair way. The centre will review grades determined by teachers in line with this policy. The policy contains the following sections:

- Statement of Intent
- Roles and responsibilities
- Training, support and guidance
- The use of appropriate evidence
- Determining teacher assessed grades
- Internal and external quality assurance
- Comparison of grades to results for previous cohorts
- Access arrangements and special consideration
- Addressing disruption
- Objectivity
- Recording decisions and retention of evidence and data
- Authenticating evidence
- Confidentiality, Malpractice and Maladministration, and conflicts of interest
- Results
- Appeals

Centre Policy for determining teacher assessed grades – summer 2021: Hinckley Academy

Statement of intent

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

Statement of Intent

This section provides details of the purpose of this document, as appropriate to our centre:

The purpose of this policy is:

- *To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.*
- *To ensure the operation of effective processes with clear guidelines and support for staff.*
- *To ensure that all staff involved in the processes clearly understand their roles and responsibilities.*
- *To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.*
- *To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.*
- *To support a high standard of internal quality assurance in the allocation of teacher assessed grades.*
- *To support our centre in meeting its obligations in relation to equality legislation.*
- *To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.*
- *To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.*

Roles and responsibilities

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities

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

Head of Centre

- *Our Head of Centre, Azizah Pathan, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Hinckley Academy, as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.*
- *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*
- *Our head of centre will ensure that there is accurate record keeping for the following:*
 - *Heads of department Attendance to training related to the teacher assessed grade process, which has been disseminated to departments.*
 - *Declaration from staff that they have read the centre policy and exams policy.*
 - *Minutes from quality assurance meetings.*

Deputy Headteacher

- *Our Deputy Headteacher, Lisa Hickman, will be responsible for providing training to all staff involved in the teacher assessed grades process. This training will include the following:*
 - *Ensuring that staff have a deep understanding of the centre policy and have declared they have read it in full and fully understand its application.*
 - *Ensuring that grades represent a holistic, objective judgement based on evidence of students' performance in that subject.*
 - *Ensuring that students are only assessed on what has been taught.*
- *Our Deputy Headteacher will put processes in place to ensure the following:*
 - *Evidence of students' work is retained that has been taken in the assessment window of April/ May. This will include historic assessments if possible. This will include assessment materials provided by awarding organisations completed under supervised conditions, NEA work where possible and records of each student's standard of work over the course of study.*
 - *Ensuring there are robust systems in place for students who have experienced significant disruption.*
 - *Ensure that the quality of the evidence used is high. Where possible and appropriate, this will mean that teachers are confident about the authenticity*

of the student's work and recent evidence is used as this is likely to be more representative of student performance, although there may be exceptions.

- *Heads of department and senior leaders are provided with data that shows previous year exam performance that can be used for comparison.*

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- *provide training and support to our staff.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades. This will first involve quality assurance at subject level, followed by quality assurance at senior level and followed by quality assurance at Trust level to ensure that grades awarded are fair, objective, evidence-based and 2018-19 results are taken into accounts. However, in an improving school we expect our results would have been higher.*
- *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 that any assessments that are used to inform the teacher assessed grades have been moderated within departments or checked by SV. In single person departments SLT links will help with moderation and quality assurance.*
- *Ensure that students that are entitled to access arrangements received these.*
- *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.*
- *Complete JCQ assessment records to ensure that all students have had the opportunity to show the full breadth of their knowledge and understanding in each subject based on what they have been taught.*
- *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*
- *Ensure that for the small number of individuals that may have been significantly impacted by Covid-19, where the same range of evidence has not been used within a subject, there is a clear recorded rationale for this within the assessment plan. Sources for alternative evidence are documented in the assessment plan.*
- *Where subjects with multiple classes taught by different teachers are sitting assessments in the summer term, heads of department will ensure that staff are absolutely clear that the preparation for assessments must be consistent within the subject.*

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- *Ensure that where students are entitled to access arrangements that students have received this support. Further information is given in the access arrangements section of this policy.*
- *Partake in the internal senior leader quality assurance meetings to ensure that SEND learners are treated fairly and consistently.*

Teachers

Our teachers 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.*
- *Access all guidance and complete all training that relates to the awarding of teacher assessed grades.*
- *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.*
- *Provide the exam officer with evidence that will be securely stored and will be able to be retrieved to show 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.*
- *be responsible for securely storing evidence that can be retrieved for quality assurance and the appeals process.*

Training, support and guidance

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

Training

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

- *Teachers involved in determining grades in our centre will complete any centre-based training to help achieve consistency and fairness to all students.*
- *The school has held HODS meetings to discuss procedures and HODS are being supported by SLT links to ensure guidelines are adhered to*
- *Teachers will also engage fully with internal department training that will make use of the support provided by JCQ and awarding organisations. Training will focus on:*
 - *Understanding the application of the centre policy.*
 - *The use of appropriate evidence.*
 - *The use of grade descriptors, assessment, and NEA to inform a holistic approach.*
 - *The use of access arrangements.*
 - *Comparison of grades to results from previous cohorts*
 - *Objectivity in determining teacher assessed grades.*

Support for Newly Qualified Teachers and teachers less familiar with assessment

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

- *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*
- *When assigning grades, NQTs will do this alongside the Head of Department or senior leader. This will be further quality assured by the Deputy Headteacher and Headteacher.*

Use of appropriate evidence

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

A. Use of evidence

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

- *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.*
- *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including questions used in class, 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 for in class assessments, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use internal tests taken by pupils and classwork.*
- *We will use mock exams taken during 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, dance and PE and speaking assessments in languages, including English and practical assessments for A level sciences.*
- *Subjects will use the JCQ assessment record template. Over the course of the assessment record students will have been given an opportunity to show what they are able to do in each assessment objective. Where a student hasn't covered an assessment objective or the evidence produced is different to the rest of the cohort, this will be identified in the 'Variation for individual Students' section of the assessment record.*

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 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.*
- *Where a piece of work was not completed under supervision, teachers will refer to the Plagiarism in Assessments Guidance (JCQ), which they have all read, to make decisions about authenticity.*
- *We will ensure that we are able to authenticate the work as the student's own using our professional judgement, especially where that work was not completed within the school or college.*
- *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, where this is not a skill being assessed.*
- *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

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

- *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.*
- *Our Head of Department alongside teachers will produce an Assessment Record for each subject cohort. Any necessary variations for individual students will also 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.

- *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 an internal standardisation process with their SLT link.*
- *Where assessments in class are used, we will ensure that groups within subjects all have a consistent level of support with the assessments. There is an extremely consistent approach to preparation lessons and revision resources to ensure that no students gains an advantage over another.*
- *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:*
 - *Arriving at teacher assessed grades*
 - *Marking of evidence*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all 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 organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.*
 - *This will be the SLT link*
- *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.*

- *Private candidates and our two candidates accessing alternative provision will be assessed using a range of evidence. We will ensure that we understand how the students have been studying, the evidence generated and the validity of this evidence. Tutors will outline all the evidence contributing towards the generation of the TAG, the conditions under which it was undertaken and declare that at least 50% of the specification was covered. They will sign a declaration verifying the validity of this. Private candidates will be expected to sit a minimum of two assessments at Hinckley Academy. These will be marked by our teachers. This will then be added to the evidence supplied by their tutor. We will further validate this*

evidence through internal QA processes with the deputy head and subject leaders. We will reserve the right to change grades after our internal quality assurance processes.

- *Subjects will complete the JCQ Assessment Record template where they will state the validity of different types of evidence. This process will enable teachers to consider the appropriate balance of evidence and allow a holistic approach in all subjects, taking into account subjects that may have been affected by social distancing (PE, Drama, Music, Food and Science) and also students who have been adversely affected by Covid 19. These students will be accounted for in the variability section of the Assessment Record.*

Comparison of teacher assessed grades to results for previous cohorts

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts

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

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

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 include grades from international GCSEs (for example, in mathematics) because we have previously offered these.*
- *We will bring together other data sources 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.

In 2019, the school had a Progress 8 score of -0.48. In the two-year journey since, we are now a Futures Trust school. The Trust has a proven track record of rapidly driving up standards, and continuous intensive collaborative work since June 2020 will impact upon 2021 outcomes at Hinckley Academy.

The Trust has undertaken a SEND review and prioritised the modelling and application of Quality First Teaching, driving high quality teaching with the highest possible expectations so that no child is left behind. SEND performance in comparison to 2019 should be accelerated, as should whole school data with initiatives such as RILUTS driving inclusivity. This mantra is evident in each classroom and continued to be emphasised as students continued their learning remotely during the most recent lockdown with live Teams

lessons every hour and attendance monitored each session and communicated to parents. The attendance to live Teams lessons in Year 11 was an average of 85% and in Year 13 95%. Community and parental recognition for the significant values driven approach the school has embodied since June 2020 is now evident, and all stakeholders are driving improvement.

The 2021 cohort had a strong recovery curriculum reintegration in September and targeted intervention in the core subjects on a fortnightly rota has enabled gaps in learning to be quickly addressed. We project increased core performance at 4+ and 5+ due to prioritising core intervention, literacy, numeracy and communication skills.

For the 2021 cohort, curriculum innovation through a hybrid 'taster' Year 9 has enabled students to personalise and then narrow their open element subjects. This has allowed a 'try before you buy approach' to option subjects and therefore most students have studied the subjects they are most likely to achieve in. Most significantly, the effects of the two terms lost as a direct result of the pandemic in lockdowns has been buffered, to some degree, through the additional three terms of learning in each option subject in Year 9. This enabled the first lockdown to be centred on knowledge retrieval and practice, consolidating learning without the need for new content to be delivered. We expect accelerated open element performance in comparison to 2019 data.

The 2019 cohort did not have additional provisions for higher achieving pupils. The 2021 cohort have been streamed from the start of Year 10 with an exceeding pathway for the most able and we anticipate accelerated performance from this sub group in the core subjects due to being taught primarily separate as a group of 30 for the duration of the Key Stage, with a focus on stretch and challenge.

In post 16 class sizes are small, and as a result cohorts in all subjects differ significantly from year to year: we therefore use ALPS data to track progress of students and in subjects at each assessment point. ALPS tracking data showed that December mock exams with an overall ALPS score of 3 were showing significantly more progress than in previous years at that point.

While the 2021 cohort in comparison to 2019 are slightly weaker overall (APS of 5.68 rather than 6.03) a higher proportion fit into the ALPS higher and middle prior attainment groups. This year we have three confirmed Oxbridge entrants whereas there were none in 2019, an indication of the aspirational work done with and nature of the year group.

Our cohort size has reduced overall from 181 to 119 from 2019 to 2021, meaning that classes are generally smaller (an average of less than 10 for this cohort) enabling teachers to monitor and intervene closely with students both during and after periods of remote learning. For example, last June subject teachers met individually for subject tutorials with all students and agreed subject targets which were subsequently reviewed and led to very targeted intervention work in and out of class in the Autumn term.

Teaching time for all A level students was increased from August 2019, meaning that the current cohort have had an additional hour a fortnight of teacher contact from the start of Y12 compared with the 2019 cohort. At the same time, while a majority of students in the 2019 cohort had been

encouraged to take four A level subjects in Y12, the current cohort were only encouraged to do so if they entered with ALPS target grades in the top 20%, focussing students on progress rather than breadth. Students were allocated more supervised in-school study time and we adopted the VESPA study skills programme in PSHE to help train students in effective study methods and habits. VESPA was also embedded in subjects through proactive study expectations in subject schemes of work. The majority of students developed more independent study skills more quickly than we had seen in previous years as a result.

Work on curriculum planning and knowledge retention across the school meant that most 6th form subjects carried out some resequencing of learning at this time, and built in more structured, regular knowledge retrieval techniques and more frequent and more varied forms of testing. This was a focus of line management work with departments, in particular departments where ALPS data showed that progress had been inconsistent or below expectation.

In addition, enhanced careers support, links with industry and universities and the promotion of alumni students and their careers have promoted a highly focused cohort with clear ambition to achieve and genuine determination not to allow the pandemic to limit their achievements.

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 prior to this summer without an agreed reasonable adjustment or access arrangement, this will be considered if this evidence is used as part of the holistic judgement.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.*

- *We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.*
- *To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)*

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Students will not be assessed on content they have not been taught.

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 of and access training on:

- *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*

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.

- *Robust mechanisms, which will include teacher supervision, plagiarism checks and reviewing high levels of variation in performance, 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 to support these determinations of authenticity.*
- *Private candidates and our two external candidates will be expected to sit a minimum of two assessments at Hinckley Academy. These will be marked by our teachers. This will then be added to the evidence supplied by their tutor, who will sign a declaration outlining the evidence use to generate the TAG and verifying the validity of previous assessments. We will reserve the right to negotiate this grade after our internal quality assurance processes.*

Confidentiality, malpractice and conflicts of interest

Confidentiality

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

A. Confidentiality

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

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

Malpractice

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

B. Malpractice

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

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*

- *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
 - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
 - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
 - *failure to keep appropriate records of decisions made and teacher assessed grades.*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

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

C. Conflicts of Interest

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

- *To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.*
- *Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).*
- *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.*

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.*
- *Leaners 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.*