



**Buckinghamshire
College Group**

Centre Policy for Determining Teacher Assessed Grades

GCSE ENGLISH AND MATHS FOR SUMMER 2021

Responsible Officers: Faculty Director English & Maths and
Executive Director MIS & Planning



Centre Policy for determining teacher assessed grades – summer 2021: BUCKINGHAMSHIRE COLLEGE GROUP

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:

- Support our Centre in meeting its obligations in relation to Equality Legislation and ensure it meets all requirements *set out by the Department of Education, Ofqual - the Joint Council for Qualifications and awarding organisations for Summer 2021 GCSEs.*
- Ensure *the process for communicating to students and their parents/guardians how they will be assessed is clear, to give confidence in decisions and grades.*

We will achieve the above by ensuring that:

- Teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments and sites using an evidence-based approach to make decisions.
- Our college processes and procedures as outlined in our BCG process and timeline documentation are understood and followed by all staff to encourage rational decisions.
- All staff involved in the process clearly understand their roles and responsibilities.
- A high standard of internal quality assurance in the allocation of teacher assessed grades through standardisation and moderation activity.
- Staff are supported through our Quality Conversation model with discussion at every step of the process to investigate, challenge and validate decisions to ensure grades are awarded with fairness and objectivity.
- Portfolios of evidence for each student exemplifies grade standards set by the board.
- Due consideration and application of historical data related to marks, grade distribution from previous assessments.
- Evidence for any reoccurring trends in profile of performance from previous years are identified.
- Historical insights are consistently and fairly applied across English and maths subjects and sites.
- Sharing of teacher assessed grades College policy and BCG process and timeline document to wider college team through learning and quality meeting and sharing on college blog.
- Sharing of teacher assessed grades College policy with parents and students through college website and Parent Portal.

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, KAREN MITCHELL, will be responsible for approving our policy for determining teacher assessed grades.*
- *Our Head of Centre has overall responsibility for Buckinghamshire College Group 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 and are based on student performance not potential.*
- *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.*

Executive Team and Faculty Directors

Our Executive Team and Faculty Directors will:

- *Support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *Provide an objective voice to validate marking of assessments, evidence portfolios submitted for grades awarded and application of historical data to ensure grades have been awarded fairly, consistently, and reliably.*
- *Review and check teacher assessed grades and assessment record sheets for students and final grade spreadsheet to ensure accurate submission of grades.*

Faculty Director English and maths

Our Faculty Director for English and maths will:

- *Support with the development of our Centre Policy.*
- *Support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *Develop and produce clear processes and procedures against a timeline to support rational decisions.*
- *Develop clear processes for standardisation and moderation of marking and of overall teacher assessed grades.*
- *Provide training and support for staff within the department using videos, eLearning resources and other materials provided by awarding organisations.*
- *Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *Share across the college group to all staff teacher assessed grades college policy for determining grades and key information relating to the process, including confidentiality*

and communicating with parents, through Learning and Quality meetings and college blog.

- *Ensure that teacher assessed grades college policy is accessible to all students and parents via the college website and Parent Portal.*
- *Develop effective approach within and across departments to ensure consistency and fairness.*
- *Provide support and professional discussions through Quality Conversation Model, at every step of the process to provide objectivity, enquiry, rigour, and challenge to grading judgements.*
- *Ensure that all teachers across the Faculty make consistent judgements about student evidence in determining a grade.*
- *Ensure that a Head of Department Checklist is completed for each qualification that is being submitted.*
- *Develop effective processes to communicate to students and their parents/guardians on how they will be assessed, evidence used, mitigating circumstances and process for appeals so that all parties are clear and have confidence in decisions and grades.*
- *Develop clear process for storing records centrally that are easily retrievable to provide sufficient evidence to justify decisions.*
- *Develop a clear process for Appeals with flow chart that will be communicated to all stakeholders.*

Curriculum Managers and Advanced Practitioners for English and Maths

Our curriculum managers for English and maths will:

- *Ensure that all teachers within their department make consistent judgements about student evidence in determining a grade.*
- *Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *Implement clear processes for standardisation and moderation of marking and of overall teacher assessed grades.*
- *Ensure that all teachers within their department make consistent judgements about student evidence in determining a grade.*
- *Provide support and professional discussions through Quality Conversation Model, at every step of the process to provide objectivity, enquiry, rigour, and challenge to grading judgements.*
- *Ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.*
- *Support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *Ensure teachers have the information required to make accurate and fair judgments.*
- *Support with completion of Head of Department Checklist for each qualification that they are submitting.*
- *Support with processes to communicate to students and their parents/guardians on how they will be assessed, evidence used, mitigating circumstances and process for appeals so that all parties are clear and have confidence in decisions and grades.*
- *Ensure all records are securely stored centrally and are easily retrievable to provide sufficient evidence to justify decisions.*

Our Advanced Practitioners for English and maths will:

- *Mentor NQTs and teachers who are less familiar with assessments.*
- *Provide an objective voice to moderation of marking of assessments, moderation of evidence submitted for overall grades awarded.*

Teachers/Learning Support

Our teachers and Learning Support will:

- *Complete 5 key step as part of the process to determine teacher assessed grades: consider what has been taught, collect evidence, evaluate quality of evidence, evidence for all students and assign a grade.*
- *Conduct assessments under our centre's appropriate levels of control.*
- *Complete in-house training using board materials and resources to standardise marking prior to assessments to ensure they all arrive at the same judgement marks.*
- *Review specifications and mark schemes to ensure they all have a good understanding of assessment criteria to ensure consistency across classes and cohort.*
- *Collate 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 grades 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, college Policy and BCG process and timeline document.*
- *Participate in professional discussions with managers at every step of the process to facilitate decisions based on fairness and objectivity that consider a range of evidence that reflects the students' performance and meets the standards set out by the Awarding Organisations.*
- *Some teachers will provide peer support and peer marking for NQTs and other teachers as necessary to ensure judgements are consistent and fair across all sites.*
- *Produce an Assessment Record for each subject cohort, which 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 on Student Evidence Sheet.*
- *Communicate effectively to students and their parents/guardians on how they will be assessed, evidence used, mitigating circumstances and process for appeals so that all parties are clear and have confidence in decisions and grades.*
- *Securely store and be able to retrieve sufficient evidence to justify their decisions.*

Our Learning Support will:

- *Ensure all eligible students have their relevant access arrangements in place.*
- *Work in partnership with English and maths team to ensure these access arrangements have been applied within assessment.*

Examinations Officer

Our Examinations Officer will:

- *Provide English and maths team with a range of historical data to check against awarded grades.*
- *Sense check grade spreadsheet against historical data to ensure grades have been awarded fairly, consistently, and reliably.*
- *Be responsible for the administration of our final teacher assessed grades and for managing the post-results services of communicating results and supporting with appeals.*

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 will be supported through the following training to support them to determine teacher assessed grades with consistency and fairness:

- *Review of specifications and mark schemes as a team to ensure all teachers have a good understanding of assessment criteria and standard set by the board.*
- *In-house training using board materials and resources to standardise marking prior to assessments to ensure all teachers within the department arrive at the same judgement or marks.*
- *All staff involved in the process of determining teacher assessed grades to complete eLearning course on Centre Level Standardisation and Moderation.*
- *Awarding Organisation training video on getting ready to grade which outlines 5 steps to follow which are included in our BCG process and timeline document.*
- *Weekly 121s with managers/APs to facilitate Quality Conversation Model which will enable supportive professional discussions to take place on marking and exemplars for assessments and for grading of evidence. Decisions on grades for individuals and groups. Enquiry and challenge of grades for individuals and groups.*
- *In-house guidance and training on grading using grade descriptors and other materials and resources provided by awarding organisations to ensure all teachers within the department arrive at the same judgement or marks for evidence.*
- *Attendance, professional discussion and sharing of practice at South East Regional English and maths Networks:*
SE EMSOL Managers' Network
SE English Practitioner Network
SE Maths Practitioner Network
- *Attendance, professional discussion and sharing of practice at Centre of Excellence in Maths network – sharing best practice for TAGS 2021.*
- *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations and is detailed and planned within our process and timeline document.*

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.*

- *Advanced Practitioner for English and maths will mentor NQTs and teachers less familiar with assessment.*
- *Teachers will have weekly 121 support from experienced Managers.*
- *Moderation of assessments and portfolios of evidence will be 50% for NQTs and other teachers as appropriate*
- *We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.*
- *Peer support and peer marking in place for NQTs and other teachers as necessary to ensure judgements are consistent and fair across all sites.*

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.

- *Teacher and team decisions on evidence used to determine teacher assessed grades will be informed by the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.*
- *All student evidence used to determine teacher assessed grades, and associated documentation, will be retained centrally 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 organisations, including groups of questions, past papers, or similar materials such as practice or sample papers.*
- *We will use centre-devised standardised questions that reflect the specification, that follow the same format as awarding organisation material. Individual standardised questions from past papers have been marked in a way that reflects awarding organisation mark schemes.*
- *We will use internal tests taken by students.*
- *We will use mock exams taken over the course of study.*
- *We will use class or homework to support other evidence (including work that took place during remote learning if authenticity of work is clear).*
- *We will also use grades achieved in November exams as part of the portfolio of evidence for students where this is relevant.*
- *As a centre we have identified 12 key pieces of evidence which include: initial assessment, November exam, November mock, February mock, April mock, May assessment, class work and five standardised questions.*

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 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 has not been taught.*
- *Final date for Additional Assessment Materials to be used within formal assessments is week beginning 17th May 2021*

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

- *We will consider the specification and assessment objective coverage of assessment.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*
- *We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.*
- *We will consider the 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 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.*

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.

- *All teachers will follow the five grading steps as outlined in JCQ Guidance documentation and BCG process and timeline document.*
- *All teachers will be supported by managers through professional discussions as part of Quality Conversation Model, at every step to ensure decisions are based on fairness and objectivity.*
- *Our teachers will determine grades based on evidence which corresponds with a students' standard of performance. For example: their demonstrated knowledge, understanding and skills across the content of the course they have been taught.*
- *Our teachers will record, on a Student Evidence Sheet, how the evidence was used to arrive at a fair and objective grade, which is free from bias. These record sheets will also detail where illness or other personal circumstances might have affected performance or where alternative evidence has been used as a result of mitigating circumstances.*
- *Our teachers will produce an Assessment Record for each subject cohort and will share this with their Faculty Director and Curriculum Manager. 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 determining teacher assessed grades read and understand this Centre Policy document, BCG process and timeline document and JCQ guidance documentation.*
- *We will ensure all staff involved in the process of determining teacher assessed grades complete eLearning course on Centre Level Standardisation and Moderation.*
- *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 activity of marking of assessments and of grading of portfolios of evidence.*
- *We will ensure robust processes are in place for moderation of assessment grades and overall grades involving managers and validation by Senior Managers and Faculty Directors who will provide challenge and objectivity.*
- *We will consider different groups of students in moderation samples including protected characteristics as well as gender and disadvantage.*
- *Moderation of assessments and grade portfolios will cover top, middle, and lowest grades.*
- *Moderation of assessments and portfolios of evidence will cover at least 10% for experienced teachers and 50% for NQTs and other teachers as appropriate.*
- *Teachers will mark all assessments by question rather than by student to ensure objectivity and fair decisions.*
- *For April mocks and assessments in May, teachers will collaborate and peer review marking after 20 papers to check accuracy or judgements and then will continue with the remainder of marking.*
- *We will ensure that all teachers are provided with training and 121 Manager and Advanced Practitioner support to ensure they take a consistent approach to:*
 - *Marking of evidence*
 - *Arriving at teacher assessed grades.*
 - *Reaching a holistic grading decision*
 - *Applying the use of grading support and documentation*
- *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.*
- *We will provide support and professional discussions at every step of the process to provide objectivity, enquiry, rigour, and challenge to grading judgements.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisations.*
- *Where appropriate, we will amend individual grade decisions following moderation and validation by Senior Managers to ensure alignment with the standards as outlined by our awarding organisations.*

- *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.*

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 (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 consider previous performance of students as grouped according to their characteristics at centre.*
- *We will identify evidence of recurring trends in profile of performance at centre over previous years.*
- *We will collate additional data on students highest and most recent GCSE grade, EDIMS breakdown within each cohort and progress data.*
- *We will ensure that initial grade judgements have been recorded for students in the current assessment before considering historical records of mark data and grade distributions from previous assessment years.*
- *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.*
- *We will apply historical insights consistently and fairly within subjects.*
- *We will consider limitations of data, context in which it was generated that will determine which data is relevant, and which is not as well as conclusions that may or may not be supported.*

This section gives details of the approach our centre would follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- *We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.*
- *We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.*

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.*

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 portfolio of evidence and alternative evidence will be obtained.*
- *Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, teachers will take account of this when making judgements and record on front of Student Evidence Sheet.*
- *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.

Faculty Directors and Curriculum Managers will:

- *Consider sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions).*
- *Consider how to minimise bias in questions and marking and hidden forms of bias and bias in teacher assessed grades.*
- *Ensure all staff have read and understood Ofqual Guidance on Information for Centres about making objective judgements.*
- *Provide support and professional discussions through Quality Conversation Model, at every step of the process to provide objectivity, enquiry, rigour, and challenge to grading judgements.*
- *Teachers will mark all assessments by question rather than by student to ensure objectivity and fair decisions.*
- *Support teachers to effectively outline and explain how they arrived at marks for assessments or for overall grades.*
- *Develop and implement an effective internal standardisation process along with clearly defined roles and responsibilities that provide different perspectives to the quality assurance process.*
- *Use previous 2–5-year data to check objectivity of judgements being made compared to previous years.*
- *Consider limitations of data and context in which it was generated which will determine which data is relevant and which is not and conclusions that may or may not be supported.*

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.*

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 Faculty Directors and Curriculum Managers 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 organisations.*
- *We will ensure there is a clear process for storage and easy access to portfolios of evidence.*

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, assessments at a range of recorded control levels, internal moderation and standardisation and triangulating class work against mock assessments and answers to Standardised Questions 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 by awarding organisations AQA, EDEXCEL/PEARSON as necessary to support these determinations of authenticity*
<https://www.gov.uk/government/publications/information-for-centres-about-making-objective-judgements/information-for-centres-about-making-objective-judgements>

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 students/parents/guardians.*
- *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with English and maths team within team meetings and with wider college teams in Learning and Quality meeting.*
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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.*
- *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.*
- *English and maths staff will be present at results day to provide information on grading and to support students.*
- *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 as well as detail of the appeals process should this be necessary.*

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.

The need for appeals should be limited due to the following being applied:

- *Effective Centre Policy that is adhered to by all staff involved in the process.*
- *High standard of internal quality assurance for determining teachers assessed grades based only on evidence of student performance and robust checking to eliminate procedural or administrative errors.*
- *Effective provision of access arrangements for eligible students*
- *Effective arrangements in place for students that may have been disadvantaged within an assessment with alternative evidence provided or consideration of these circumstances when awarding grades.*
- *Effective communication to parents/guardians and students on the centres approach to determining grades so there is transparency in evidence that is being used as well as providing students with a realistic understanding of the standard at which they are performing. This will enable students to raise any errors or mitigating circumstances in advance of grade submission.*

Although every effort will be made to ensure that students are issued with the correct grades, there will be an appeals system in place, as a safety net, to resolve any errors not identified in earlier parts of the process.

- *All staff involved in the process have been made aware of the arrangements for, and the requirements of, appeals in summer 2021, that are 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 records detailing evidence used and rational for why it was selected, records detailing exceptional or mitigating circumstances, details of access arrangements as well as portfolios of evidence for each student will be kept centrally and securely and can be retrieved promptly.*
- *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 within 48hrs of a request as outlined by JCQ.*
- *Students have been appropriately guided as to the necessary stages of appeal.*
- *Students will be provided with necessary information needed when considering an appeal including Centre policy, Source of evidence used to determine grades and any details of special circumstances taken into consideration when determining grades.*
- *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.*