



**KING EDWARD VI**  
**BALAAM WOOD**  
**ACADEMY**



**KING EDWARD VI**  
**ACADEMY TRUST**  
**BIRMINGHAM**

# **Centre Policy for Determining Teacher Assessed Grades Summer 2021**

## Statement of Intent

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

### Statement of Intent

The purpose of this policy is:

- To support the Government and the DFE's announcement that no pupil should be disadvantaged by the Covid-19 pandemic and its potential impact on their education
- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure that our range of assessments allows our pupil's every opportunity to demonstrate their ability over an appropriate and suitable breadth of assessment.
- 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: Mr D McGarvey

- Our Head of Centre, Mr D McGarvey, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the 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.

#### Senior Leadership Team:

**Mr D McGarvey (Headteacher)**

**Mrs E Davis (Deputy Headteacher – Teaching, Learning and Assessment)**

**Mr A Stooksbury (Lead practitioner - Data and Assessment)**

#### Faculty Leads:

**Mrs S Morley: English**

**Mr N Wynne: Maths**

**Miss G Hockin: Humanities**

**Mrs H Evans: Science**

**Mrs K Millward: Creative Arts**

**Miss J Quinn: PE**

Our Senior Leadership Team and Faculty Leaders will:

- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- 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 pupil 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 Faculty Leaders produce appropriate documentation for each qualification that they are submitting, outlining what has been taught, assessed and what evidence is available to support teacher's grading of pupils.

#### Teachers/ Specialist Teachers / SENCo: Mr L Nolan

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 pupil they have entered for a qualification.
- ensure that the teacher assessed grade they assign to each pupil is a fair, valid and reliable reflection of the assessed evidence available for each pupil.
- make judgements based on what each pupil 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 pupils will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.
- As part of the SENCO role Mr L Nolan will be responsible for ensuring the correct access arrangements are in place where appropriate and this is across all subjects

**Examinations Officer: Mrs K Darling**

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 Faculty will be fully briefed and trained on the changes to assessment procedures so they are able to assess curriculum content and what has been taught. They will be able to produce suitable plans and time scale of actions to be implemented for pupils to produce evidence towards their overall grade
- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all pupils.
- Teacher's will engage fully with all training and support that has been provided by the JCQ and awarding organisations
- Faculty Leaders will lead moderation training and sampling process to ensure consistency of work across year/cohort
- Faculty Leaders meetings:
  - Wednesday 10<sup>th</sup> March – Faculty Leader training processes and procedures
  - Wednesday 10<sup>th</sup> March - King Edward VI Academy Trust meeting on awarding TAGs moderation across the trust
  - Friday 12<sup>th</sup> March – Oaks Collegiate meeting – Sharing good practice
  - Wednesday 24<sup>th</sup> March – Faculty Leader meeting to discuss evidence across the cohort, internal moderation and standardisation
  - Friday 26<sup>th</sup> March - Oaks Collegiate meetings on TAGs and bias
  - Wednesday 21<sup>st</sup> April – Faculty Leader meeting. Keep and recording evidence, minimising bias and objectivity in assessment
  - Thursday 29<sup>th</sup> April – NQT Training and support around awarding grades and bias
  - Wednesday 5<sup>th</sup> May – Faculty Leader meeting – Keeping and recording pupil Evidence
- Departmental time allocated for TAG grade discussion and moderation
  - Wednesday 12<sup>th</sup> May – Time allocated to Faculty for internal moderation and collation of evidence
  - Wednesday 19<sup>th</sup> May – Time allocated to Faculties for internal moderation and collation of evidence
  - Wednesday 26<sup>th</sup> May – Time allocated to faculties for internal moderation and collation of evidence .

These meetings will be used to finalise grading decisions ensuring all grading decisions are discussed in Faculties and that single subject departments will have discussed grades with at least two members of staff.

- A full range of training, support and guidance meetings can be found as a separate document titled (Training, Support and Guidance for the TAG process) – All documentation can be found in the shared area

- 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:

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment. (Details found in Training, Support and Guidance for the TAG process document)
- We will produce an overview of teacher's involved in the TAG process in each subject. We will identify groups that are taught by staff and their level of experience. Relevant training and support will be given
- When finalising grades particular attention will be paid to those staff that have the least experience. The Faculty Leader will be responsible for the overseeing of less experienced staff
- All Newly Qualified and NQT data will be both internally moderated by Faculty Leader and SLT through the internal quality assurance process
- Two NQTs have been identified and SLT will provide extra support and guidance
- Additional external links have been identified for single person departments

## 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.
- Since the cancellation of the examinations the centre has produced documentation to show the evidence being used for each pupil
- Faculty Leaders will maintain assessment data, assessment records, content coverage, specifications, evidence used, mark schemes, the conditions of the assessment and how internal moderation has taken place.
- Faculty Leaders will use the assessment record document to maintain appropriate evidence
- 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.
- Faculty Leaders to securely store information by candidates.
- All data to be stored in the shared area in JCQ TAG file. Mrs K Darling Data Manger will oversee this.
- All data is securely backed up centrally on a daily basis as part of the Academy security policy. The data is also backed up in external storage which would not be affected if any breach in security occurred within the Academy
- We will be using pupil work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers. Faculty Leads to document types of evidence used on evidence tracking document.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed. This will be for certain subjects that have coursework such as BTEC PE, Drama, Textiles, Art and Food
- We will use pupil work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- A formal timeline for gathering evidence has been released to pupils
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use additional assessment materials to support the consistency of judgement between teachers or classes giving everyone the same task to complete at the same time in controlled conditions
- We will also use exam material where appropriate published by exam boards, where appropriate mark schemes exist. It is important that we are able to ensure our evidence base will allow us to make objective judgements based on securely gathered evidence
- For those pupils who in exceptional circumstances are unable to complete the formal assessments we will draw on other suitable evidence that can be used to evidence the pupil grade.
- We will use records of a pupil's capability and performance over the course of study in performance-based subjects such as Art, Textiles, Food and PE.

We provide further detail in the following areas:

#### Additional Assessment Materials

- Our intention is to use Assessment materials set by exam boards to gather evidence during our final assessment block
- We will use additional assessment materials to give pupils 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 pupils 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. When all the evidence available we will consider the following variables:

- The level of control under which an assessment was completed.
- We will consider the more recent performance of our pupils in the assessments that have been conducted.
- We will use evidence that has the highest level of control across a whole year group where possible to standardise the evidence collected.
- The authenticity of the pupil's work.
- The limitations of assessing a pupil's performance when using assessments that have been completed more than once, or drafted and redrafted.
- The coverage of the specification and assessment objective coverage.
- 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 pupil is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Faculty Leaders will identify the evidence used by all pupils when determining all grades
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Faculty Leader. Any necessary variations for individual pupils will also be shared.
- All evidence that is used will be documented by Faculty Leads and moderated for consistency, level of control, potential for bias during marking and subject to samples of external moderation
- All faculty Leaders will have had support and guidance around giving objective judgements
- When grading pupils all staff will follow the basic outline of:
  1. Consider what has been taught and that sufficient content of the specification has been completed
  2. Collect the evidence
  3. Retain Evidence
  4. Evaluate the quality of evidence
  5. Assign a grade
  6. Reference to subject grade descriptions and exemplars

All faculties and subjects will follow the same Internal and external quality assurance processes. (Detailed in Quality Assurance document)

- When determining the evidence staff will record how the evidence was used to arrive at a fair and objective grade which is free from bias. For all pupils in all subjects this will be discussed in Faculty moderation time. A further discussion with SLT and Faculty Leaders will occur to further moderate grades in line with historical outcomes. Samples of evidence to support grades will be asked for during these meetings.
- We will also only use evidence produced in assessment tasks to determine grades that have been available during the summer or over the duration of the course and will not use pupil potential to make a decision.

## 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.
- All subjects will engage in standardisation/moderation procedures during and at the end of the evidence gathering process. Staff will draw upon mark schemes, and examiners reports to support their judgements. We will also use the experience of staff within departments who have already worked for exam boards as exam markers
- In subjects where there is more than one teacher and/or class in the faculty, we will ensure that our centre carries out an internal standardisation process. This includes time allocated in Departments for moderation. Faculty Leader/ SLT moderation meeting will further the process. All grades in all subjects will be analysed by SLT and samples of pupil evidence will be asked for during these meetings to justify grades
- 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. (All departments will be using the materials provided by the exam boards to ensure that the marked work and evidence collated is standardised across all grades during the departmental moderation meetings.)
- 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.
- All subjects including single person departments will moderate sampled work with external links
- In respect of equality legislation, we will consider the range of evidence for pupils of different protected characteristics that are included in our internal standardisation.
- We will analyse pupil grades across subjects to ensure not only consistency within a department but across all subject to ensure fairness. This will be conducted by SLT.

## 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 pupils in past June series in which exams took place (e.g. 2017 - 2019). Faculty Leads will be asked to review their grades once they have been allocated on evidence. This will be discussed at SLT and Faculty Leader meetings which analyses the assessed grades in relation to the evidence produced and how they compare to historical outcomes.
- Consider the size of our cohort from year to year. (Our cohort is 78 which means that comparing percentages can be misleading and small group cohorts especially in option subjects needs to be highlighted when it comes to making judgements on previous years. For example, some option groups have 20 in the option meaning each pupil is worth 5% which makes comparison of percentage grades in outcomes potentially misleading
- We will consider the stability of our centre's overall grade outcomes from year to year. Small cohorts especially have an impact on stability of outcomes
- 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 in the event of significant divergence from the qualifications-levels profiles attained in previous examined years.
- We will which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process
- We 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 9-1 grades in GCSEs.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021. We will be using the FFT database which will analyse our centre assessed grades against their outcomes based on historical data.
- We conduct SLT/ Faculty Leader meeting to review evidence.
- The process is externally moderated by a Consultant Headteacher and current OFSTED inspector. Before any final signing off of grades they will have viewed the process, grades and historical comparisons and submitted feedback.
- We will work collaboratively with JCQ and Ofqual following any appropriate action that we are directed to take to ensure our centre grades are released successfully.

## Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide pupils 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 pupils 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. This is the role of the SENCO.
- Faculty Leaders have been issued with a list of pupils who require access arrangements and have liaised with the SENCO to ensure that when appropriate access arrangements are used to support the pupil in gathering evidence.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a pupil'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 pupils 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 pupil. Staff have already gathered evidence that will support the awarding of grades this year. The evidence has been collated and put into the portfolio of evidence being gathered for all pupils. There will be opportunities to make up for disruption or lost teaching via additional classes through Easter and May half term.
- Controlled assessments are planned during May and contingency dates have been built into the schedule in case of any year group disruption. Individuals will also have opportunities to make up for any disruption to the high controlled assessments planned. (Time line and meeting schedule will highlight opportunities to address any potential disruption)
- No pupil at King Edward VI Balaam Wood Academy will be assessed on content that has not been fully delivered.

## 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, Faculty/Subject Leaders will consider and address in their moderation process

- 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.

- Evidence collected includes "blind marking of assessments" Assessments to be completed without pupil names on assessments.
- Papers marked solely by one person across the cohort
- Internal departmental moderation
- External sample of marking
- Use of examiner's report and mark schemes
- Support for single subject departments via internal and external sources
- SLT/Faculty Leaders meeting to discuss and justify grade decisions
- Use of Historical previous outcomes against current grades awarded
- Use of FFT benchmarking as a tool to moderate grading outcomes
- Controlled Pupil samples: SLT will analysis all pupils' grades across a range of their subjects and look for any potential anomalies which may be a result of bias but could also have other valid reasons as to why the grade is not consistent with others across a range of subjects.

## Recording Decisions and Retention of Evidence and Data

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

### Recording Decisions and Retention of Evidence and Data

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

- We will ensure that teachers and Faculty/Subject Leaders maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades. Faculty leaders will be given consistent documentation to record and keep documentation and evidence related to the awarding of grades
- We expect scripts of controlled assessments be retained and stored with the assessment record, held centrally to assist with any internal/external quality assurance and or appeals
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each pupil'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 centrally and the academy has a suitable contingency plan to ensure data is backed in the event of any data in school issue.

## Authenticating Evidence

### Authenticating evidence

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

- Robust mechanisms, will be in place to ensure that teachers are confident that work used as evidence is the pupils' own and that no inappropriate levels of support have been given to pupils to complete it, either within the centre or with external tutors.
- April and May assessments have been conducted under controlled conditions, exam board materials have been used and we have planned for all pupils to complete them at the same time
- Our teachers have extensive experience in assessing their pupils and we are confident that they are able to assess the authenticity of the data/assessment record that they have at their disposal. We would expect data where there is a concern around the authenticity to be discarded.
- The validation process in our internal assurance measures enables us to ensure that any suspected anomalies are not used as part of the process
- 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.



## 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 pupils aware of the range of evidence on which those grades will be based.

Confidentiality
<p>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.</p> <ul style="list-style-type: none"><li>• All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.</li><li>• All teaching staff have been briefed on the requirement to share details of the range of evidence on which pupils' grades will be based, while ensuring that details of the final grades remain confidential.</li><li>• Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/carers.</li></ul>

## 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.

### 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. Policies have been given to Faculty leads to share in departments
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
  - Documents have been distributed to all staff involved by SLT to highlight these areas
    - breaches of internal security;
    - deception;
    - improper assistance to pupils;
    - failure to appropriately authenticate a pupil's work;
    - over direction of pupils in preparation for common assessments;
    - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
    - centres enter pupils 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 pupils 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.

### 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 pupils 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.
- Where conflict of interest exists, we will support staff by increasing the level of scrutiny over the decisions that are determined. This may include
  - Remarking of evidence
  - Deferring marking to another member of staff
  - 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.

### 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. (Faculty Leads have been provided with necessary instructions of documentation to use and keep to provide evidence for the external validation process.

- 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.
- Any evidence required for the external quality assurance process to be made available within 48 hours of request
- All pupil evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where pupil evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to pupils 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 pupils and the provision of necessary advice and guidance.

### Results

This section details our approach to the issue of results to pupils 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 pupils.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to pupils on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021
- 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 and been provided with a copy of the 'JCQ Guidance for Students, parents and carers.'

## 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.

### 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 pupils 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.

## Centre Policy Portability

### Centre Policy portability

This section outlines our approach to the grades determined by this centre for Ofqual regulated qualifications only where the requirements differ from those in my centre's jurisdiction.

- Our arrangements for ensuring confidentiality of centre-determined grades for Ofqual-regulated qualifications are compliant with those outlined in the JCQ Guidance