

Centre Policy: Risedale Sports and Community College

FOR GCSES FOR SUMMER 2021



Centre Policy for determining teacher assessed grades in Summer 2021

Background

Every centre is required to create a Centre Policy that reflects its individual circumstances. Centres must understand and actively implement the centre policy adopted.

The policy takes account of the guidance provided in the document: "[JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021](#)".

Centre Policy for determining teacher assessed grades – summer 2021: Risedale Sports and Community College

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, both within and across faculties.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To evaluate need and provide bespoke training and support to ALL staff based on individual need and experience throughout the entire process, using external support mechanisms where required
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities, with a relentless approach to ensuring consistent application.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications (JCQ) guidance.
- To ensure the consideration of historical centre data as part of the process.
- To ensure 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, accessing external support and external moderation support where required
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements for Summer 2021 qualifications set out by the Department of Education (DfE), Ofqual, the Joint Council for Qualifications (JCQ) and the relevant awarding organisations.
- To ensure clear and effective communication with candidates and their parents/carers about the assessment process, in order to give confidence in that process.

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 (HOC)

Our Head of Centre (Mr Colin D Scott) will:

- be responsible for approving our policy for determining teacher assessed grades.
- have overall responsibility for Risedale Sports and Community College as an examination centre and will ensure that the roles and responsibilities of all staff are clearly defined.
- 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.
- ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team (SLT) and Heads of Faculty (plus Subject Leads)

Our Senior Leadership Team and Heads of Faculty (working with Subject Leads) will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across faculties and authenticate 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 subject 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 JCQ.
- quality assure the assessment process rigorously, to ensure the requirements are being met for every assessment being sat
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head of Faculty (and Subject) Checklist is completed and adhered to consistently for each qualification that they are submitting.
- provide bespoke support for each pupil for whom special consideration is required to ensure no pupil is disadvantaged
- provide a consistent approach for pupils for whom evidence may be missing to ensure consistency across subjects and within the school
- ensure that service children, for whom mobility will have occurred, are assessed fairly.

Teachers / SENDCo

Our teachers and SENDCo will:

- work with Head of Subjects to ensure all assessments are planned and of sufficient quality to be able to accurately assess the level the pupils are working at against national standards.
- ensure all pupils are given fair access, to demonstrate accurately the level they are working at within the subject
- work within the Faculty to ensure all assessments are sat within a cohort at the same time and under comparable conditions, and in such a way as to ensure the work produced is authentic, fair and consistent
- 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 all marking of assessment is undertaken using formalised and consistent mark schemes across a subject to allow thorough moderation and will engage in the moderation process actively and in the timelines laid out by the Faculty/Subject Leads
- 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 (e.g. selection of evidence, AA and special consideration) will also be provided and recorded.
- ensure all pupils are provided with Access Arrangements where entitled, in line with normal assessment protocol for every assessment sat
- where a pupil declines to make use of Access Arrangements, liaise immediately with their line manager and the exams officer to ensure parents are contacted and involved
- securely store and be able to retrieve sufficient evidence to justify their decisions.
- work with Faculty Leads, under the direction of SLT, to ensure any service child with in year mobility is accurately and fairly assessed

Examinations Officer

Our Examinations Officer will:

- support the HOC, SLT, SENDCo and teachers by signposting relevant JCQ, DfE, Ofqual and awarding body communications and guidance
- support the SENDCo and teachers in facilitating any additional assessments, with particular regard to access arrangements.
- support teachers in the recording of information and storage of assessment evidence.
- assist with communications to pupils and parents/carers and help keep the school website up to date
- adapt or generate additional policies to support the changes to the awarding system for summer 2021

- be responsible for the administration and submission 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 for training, support and guidance in determining teacher assessed grades this year

- The process is explained consistently to all staff through whole school staff meetings, with all staff kept up to date with any changes, amendments or refinements as further information is received
- Standard, consistent approaches will be taken, with all subject areas adhering to the same clear, consistent guidance as summarised in the Head of Faculty checklists
- A collaborative approach will be enforced and insisted on, with all members of staff (in particular in subjects with one teacher) working with another colleague throughout the process. This will be clearly identified.
- Teachers involved in determining grades in our centre will attend any centre-based training provided to help achieve consistency and fairness to all pupils.
- Teachers will engage fully with all training and support that has been provided by the JCQ and the awarding organisations.
- Faculty Leads, working with the SLT Link, will ensure all training provided by the JCQ and awarding organisations is provided consistently for all staff and regularly reviewed
- Training days, weekly faculty meetings and training sessions for the school have been refocused onto TAG training and for moderation to facilitate this process
- Faculties will work together in the planning, marking and moderation of the additional assessments to ensure consistency and the quality of assessments sat
- Bespoke support (and weekly support mechanisms) will be provided, in particular for less experienced staff (eg NQTs). This will be additional time (through the allocation of additional PPA time)
- Teachers will undertake available standardisation training provided by the awarding bodies, to assist with the marking of NEA.
- Weekly monitoring of processes by Heads of Faculty (in conjunction with the SLT Link) will ensure any issues are identified swiftly and dealt with appropriately.

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

- In addition to the support offered to all teachers, we will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- A weekly mentoring time will be provided, led by an experienced, subject specialist leader in which they will work together to plan assessment planning, delivery and marking. This will be through an additional PPA period.
- Additional support will be provided during the delivery of assessment pieces to ensure the environment is fair, and the level of control is being met, with pro-active support mechanisms in place should any issues arise during the delivery of an assessment piece

- Where possible, lessons will be double staffed to provide additional support
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate both by the Faculty or Subject Leads, but also the NQT mentors
- Robust monitoring and quality assurance of NQTs, through consistent supportive mentoring, will ensure any issues are picked up swiftly and dealt with appropriately

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 guidance on recommended evidence, and further guidance provided by awarding organisations. SLT Links and Faculty Leads will use weekly meetings to ensure all staff understand the process, with bespoke individual support and mentoring provided where required (NQTs, or identified areas based on ongoing quality assurance)
- All candidate evidence used to determine teacher assessed grades, and any associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- The evidence will be built up within physical portfolios, as an ongoing process, to ensure ongoing checks, monitoring and staff interventions can be put in place where required
- We will be using pupils' 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 non-exam assessment work even if this has not been fully completed.
- We will use pupils' work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning), however greater weight will be put on more recent work carried out under higher control
- Work completed under lower control conditions, or outside school, will be subject to strict scrutiny by the Faculty Lead and SLT Link to ensure it is authentic and truly representative of the pupil's ability as indicated by higher control activities
- We will use internal tests taken by pupils.
- We will use PPEs taken over the course of study.
- We will use records of a pupil's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

Additional Assessment Materials

- 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.
- Whilst the additional assessment pieces are in the public domain, pupils will not be told in advance which additional assessment piece is being sat.
- SLT Links and Faculty/Subject Leads will quality assure lesson planning and delivery to ensure teaching is not biasing performance in the additional assessment pieces.
- 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 where possible.
- Where possible, subjects will do the same additional assessment material, and this will be done on the same day and at the same time
- At no point will we use the SAME additional assessment piece on a different day to reduce the chance of bias
- For valid, curriculum purposes, there may be times where classes within a whole year cohort, may need to sit a different assessment piece for a subject. Where this needs to happen, other consistent assessment tasks will be built in to provide cross-moderation
- 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.
- A tight record of attendance and completion will be kept and monitored throughout
- Where a pupil is absent for a valid reason, we will consider alternative, fair ways of assessing this pupil's understanding through alternative additional assessments. SLT Link and Faculty Lead support will be provided to ensure this is fairly moderated during the grade determination process within the broader evidence available.

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

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the pupil's own, especially where that work was not completed at school.
- Regular quality assurance processes, led by Faculty Leads with the Senior Link will scrutinise for anomalous results, and these will be investigated
- Faculty Leads and SLT Links will formally review the actual work being produced and identify evidence which appears to be out of kilter with other evidence and investigate thoroughly to ensure the work is authenticated and, if not, dealt with appropriately
- Where a teacher has doubts about the authenticity of a piece of work, this will be raised at the regular moderation meetings
- We will consider the limitations of assessing a pupil's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed and ensure this is weighted accordingly
- 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 and ensure assessments sat allow for this breadth and depth

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.

- Heads of Faculty/Subjects will work with teachers at all times to ensure the assessments being sat are of sufficient quality, breadth and depth to provide meaningful evidence.
- Each teacher will work within the faculty/subject to produce a meaningful assessment plan, which will be consistent within subject areas, to reduce bias and allow cross-subject moderation.
- 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.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Evidence which is recent and of higher control will have a greater weighting
- A balance of assessment will be sat, under different control, however meetings between Faculty Leads and SLT Links will establish that the breadth of approach is appropriate to awarding grades
- Our teachers will work directly with Heads of Subject/Faculty to produce an Assessment Record for each subject cohort. This will be a collaborative process. At all times, the information will be shared with the Head of Subject/Faculty.
- Any necessary variations for individual pupils will also be shared, in collaboration with Faculty/Subject Leads, led by the SLT Link.
- For pupils for whom there is an obvious whole school reason variation for any variation, this will be led by the Deputy Headteacher (working with Faculty Leads) for example (but not exclusively) for:
 - Service children, in particular with KS4 mobility (this may include using evidence from a previous school where it can be obtained and verified)
 - Pupils with particular medical reasons
 - Pupils who may have been impacted by COVID

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.
- Specific training will be provided with respect to the policy to ensure all teachers understand all points within the document and are clear about every key action
- The policy will be referred to constantly and consistently throughout the process, and SLT Links will ensure this process happens.
- 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 and maintains a record of the process. This will be led by Faculty Leads with the support of the SLT Link
- 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 evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- The entire process will be one of collaboration, with support provided at every step of the way
- Ongoing checks will be undertaken, on a weekly basis, to monitor the process of planning, marking and assessment of new evidence being produced
- The marks being generated will be recorded, and these will be subject to ongoing checks, triangulated with the holistic evidence being generated, and lesson walkthroughs to ensure the learning environment and control aspects are being met
- We will conduct internal standardisation across all grades and maintain a record of this activity. This will be led by the Deputy Headteacher, working with SLT Links and Faculty Leads
- We will ensure that the Assessment Record forms the basis of internal standardisation and discussions between 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 organisations.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisations.
- 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 teacher's Head of Faculty or SLT Link. Where necessary, external support will be brought in to provide subject specific, independent moderation and support.

- Relevant subjects are: Art, Drama, Music, Food Preparation and Nutrition, Design and Technology, Media Studies and Computer Science
- 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.

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).
- Our school has increased significantly in size from 2017 to 2021. We will consider the size of our cohort from year to year, and also any differences with respect to patterns of prior attainment.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider the in school residuals, and the trends in these, to understand the relative performance of each subject over time
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- Meetings will take place between SLT Links and Faculty/Subject Leads to explore and investigate aspects that may arise
- We will prepare a succinct narrative on the outcomes of the review against historic data. Any significant divergence from the qualification-level profiles attained in previous examined years will be addressed. 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 bring together other data sources that will help to quality assure the grades we intend to award in 2021.
- External moderation will take place where necessary to validate or provide external support should any grades need additional justification or changing.

The following changes to our cohorts or subject offering need to be reflected in our comparisons.

- We will reflect on the significantly increased size of the school, larger numbers and look at the changes in intake, based on prior attainment
- Our school has 50% of pupils of service background, and so each year's cohort has significantly differing number of pupils who have attended our school from year 7, and a significant turmoil in terms of in year entry and exit.
- The curriculum has evolved significantly since 2017. Significantly more pupils now take the eBacc and there are more tailored subjects, delivered by specialist teachers, providing a curriculum bespoke to pupil need
- We will reflect on where subjects, due to larger cohort, now have more pupils entered. Smaller cohorts, historically, may have had more natural variation
- We will reflect on the prior attainment of pupils within subjects and internal residuals (based on attainment vs prior attainment) to explore reasons for any changes in attainment over time, or specifically in 2021
- We will omit subjects that we no longer offer from the historical data.
- Where we offer subjects for which we have no recent historical data from examination years we will reflect on comparable subject performance if available, and bring in external, independent moderation to validate our processes.
 - Relevant subjects are Drama, Physical Education and Media Studies

Access Arrangements and Special Consideration

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, extra time, word processor or coloured paper) we will 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 reflect on the relative merits of that assessment piece, liaise with the pupil (and parent if necessary) to discuss, and adjust the relative weighting of the piece, for the whole cohort if applicable. Where deemed appropriate, an alternative assessment piece will be included.
- 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, and provide alternative assessment opportunities if required.
- 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 JCQ document: [A guide to the special consideration process 2020/21 – General and Vocational Qualifications](#).

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 with regard to pupils:

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each pupil.
- Online, live lessons continued throughout the most recent school lockdown, and any non-attendance was picked up and dealt with appropriately via a whole school procedure; this will continue to be the case for any pupil isolating
- We will reflect carefully on our cohort, and varied entry point (due to service pupils) and ensure all assessments take account of the curriculum coverage for each pupil.
- Pupils absent due to COVID are provided with all learning via an online platform, and this is monitored for completion. Work completed online will have a lower weighting, in terms of evidence, and will be carefully quality assured to ensure the standard is consistent with in-school high control assessments
- For any pupils missing assessments for a good reason, alternative assessment opportunities will be offered where appropriate upon their return
- All pupils will be clearly informed when assessments will take place, and parents will be informed of the importance of these assessments
- Poor attendance will be followed up using standard school protocols, and our parent liaison officer will visit any pupil whose absence is unexplained or persistent
- Should a pupil be absent on the day of a planned assessment, the parent liaison officer will prioritise contact (as per normal exam protocol)
- A venue will be set up, invigilated, and alternative assessments will be put in place, where this is deemed appropriate, carried out in a high control environment upon the pupil's return.

Where there is disruption in relation to teacher absence or a further lockdown:

- The general principles laid out in the Examination Contingency Plan will apply
- Remote learning will continue, with appropriate weighting being applied to assessments completed at home
- Where essential to support the provision of evidence, selected pupils will be invited into school to complete assessments under high control
- As the school systems are cloud based, marking, moderation and the recording of information will continue as normal
- Zoom meetings will be used to enable and support moderation, cross moderation and the discussions around the determination of teacher assessed grades

The following details our approach to the possibility of disruption caused by a failure of our IT systems or a cyber attack:

- The centre IT systems are largely cloud based within a Google environment therefore there are no local servers subject to attack or failure

- Two factor authentication is enforced for access to systems and the centre anti-virus software has the ransomware option enabled for added protection
- All data relating to the teacher assessed grades are stored in central locations and not on personal devices
- Data is backed up on a weekly/daily basis
- Physical copies of evidence relating to teacher assessed grades are stored securely by teachers, ensuring that pupils do not have access to them
- Final physical portfolios will be stored in the exam secure store
- A copy of the final teacher assessed grades will be stored securely in the exam secure store

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.
- The SLT, Heads of Faculty/Subject and the Centre overall 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;
 - 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.
- The SLT Link for each faculty will quality assure the assessment process, and source external support where required to ensure independent curriculum knowledge
- Faculty Leads will engage with independent external advice where applicable
- Individual pupil residuals will be used to identify potential bias, and these will be investigated thoroughly by the Faculty Lead and SLT Link
- Progress over time will be considered on a pupil by pupil basis to identify any potential skewing or bias in the determination of grades
- All staff have been asked to state any potential causes of bias or external relationship with any pupil in school (conflicts of interest) as per normal exam policy
- Any staff with personal or external links to any pupil within the school will be given collaborative support throughout the process to minimise unconscious bias.
- All staff involved in the teacher assessed grades process will be required to read the Ofqual "[Information for centres about making objective judgements](#)" document as part of their internal centre training as well as working through the JCQ guidance on "[Maintaining Objectivity](#)". Compulsory in-person training and support will also be provided in relation to this.
- Staff have a duty of care to report, as per exam policy, any undue pressure being applied by parents or external bodies in relation to grade generation to their SLT Link immediately.
- 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 for recording decisions and 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 Faculty/Subjects 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 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.
- This process will be recorded in a consistent manner, to allow for consistent quality assurance, and will be kept up to date regularly to facilitate this quality assurance process
- We will comply with our obligations regarding data protection legislation. For example:
 - Grades, scores and evidence will be kept in confidential and electronically secure areas
 - No personal information with respect to the grade generation process will be shared
 - Any external moderation done will be anonymised, with the identity of the pupils kept secure
 - Only secure work systems will be used to record and submit information
 - No grades will be shared with pupils or parents
- 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 so that it can be readily shared with our awarding organisation(s).

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 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 externally.
 - Pupil checklist in place, shared with parents, providing pupils with a regular reminder of the expectations and also definitions of malpractice

- Pupils to sign a declaration for each subject, declaring that the work in the portfolio is their own and that no inappropriate levels of support were given
- Clear procedural expectation that any new evidence or assessments will be completed in school to authenticate production
- Assessments not shared prior to assessment lesson, so assessments are unseen, and the potential for undue help is minimised
- A series of high control assessments to be done, with greater weight to be placed on the most recent, high control evidence
- Additional support offered to ensure the correct environment is maintained with a support mechanism if behaviour is not appropriate during an assessment (as per normal exam policy)
- Support available, if required, to ensure sufficient spacing of pupils within the assessment room thus minimising the opportunities for plagiarism
- Quality assurance of the environment during assessed pieces by SLT to validate appropriate levels of control
- Residuals and data analysis will be used to identify anomalous results, led by the Deputy Headteacher in conjunction with Faculty leads, and this will be used to steer investigations into potential authenticity issues
- Where there is evidence that work is not authentic or some other malpractice has occurred, meetings will be held with the pupil and member of SLT Links and Subject Leads to validate the evidence. Work found not to be authentic will be excluded from the portfolio of evidence and malpractice will be reported.
- 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.

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.
- Grades, or indicative grades, from any piece of assessed work will be kept only on secure school systems and will not be shared with the pupils
- No information (e.g. subject reports) will be issued to pupils or parents/carers which may provide an indication of what the teacher assessed grade may be
- Parents and pupils have been made aware of the need to maintain confidentiality of teacher assessed grades
- A parent consultation planned in which the process for each subject can be clearly outlined
- 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.
 - All assessments are being kept in a physical portfolio on a subject basis, and any prior evidence being used is also being collated and placed within this portfolio. Where any historical assessments have not been kept, the mark for that particular assessment is clearly identified.
 - Throughout the process pupils will therefore be aware of which evidence the school intends to use and so will be in a position to 'challenge' at any point in time if they deem it inappropriate.
 - The evidence will be compiled by the end of May 2021
 - Week commencing 7th June, pupils will be presented clearly with the current evidence it is intended to use for each subject, thus facilitating a final opportunity to question or challenge the inclusion of any particular piece of evidence.
 - This provides a final window of opportunity to produce/locate any final evidence where required to support the process
 - Each pupil will be asked to sign to authenticate that the work is their own, that they have seen the evidence which is being used and that applicable access arrangements were provided.
- 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 as part of a staff meeting and regular faculty/subject meetings.
- 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 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](#), including the risk of a delay to pupils receiving their grades, and 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 pupils to our Head of Centre for further consideration.
- Where we deem there is a potential conflict of interest due to a relationship with a pupil an extra layer of quality assurance will be implemented throughout the process, with a senior member of staff working with that colleague during the process.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ document "[General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#)".
- We will also carefully consider the need 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. These will be stored in a centrally accessible, secure area.
- All pupil evidence on which decisions regarding the determination of grades has been based has been retained and can be made available for review as required.
- Any instances where pupil evidence used to determine 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.

A. 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 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians will be made aware of arrangements for results days.

Appeals

This section of our Centre Policy outlines our approach to Appeals, 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 will be briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners will be appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals where these are available for GCSEs.
- Arrangements will be in place to obtain the written consent of pupils for 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.