NOTRE DAME CATHOLIC SIXTH FORM Centre Policy

for A/AS Levels, Vocational technical qualifications, t-levels, GCSEs and Other Qualifications 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. Notre Dame Catholic Sixth Form will actively implement this centre policy.

This policy takes into account of the guidance provided in the following documents:

*JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

*JCQ A/AS grade descriptors to assist with determining grades – Supporting guidance on the awarding of grades for A/AS levels Summer 2021*

*JCQ GCSE grade descriptors to assist with determining grades – Supporting guidance on the awarding of grades for GCSE for summer 2021*

*JCQ Worked examples to assist with determining grades for summer 2021*

*Ofqual Guidance: Information for centres about making objective judgements – In relation to awarding qualifications in 2021*

Ofqual’s*: Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021*

JCQ *Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments 2020-2021*

JCQ *A Guide to the Special Consideration Process, with effect from 1st September 2020*

JCQ *Interim Guidance for Centres Accepting Private Candidate Entries for GCSE, AS and A level qualifications in Summer 2021*

# Centre Policy for determining teacher assessed grades – summer 2021: NOTRE DAME CATHOLIC SIXTH FORM COLLEGE

## Statement of intent

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

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

## Roles and responsibilities

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

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| **Roles and Responsibilities** |
| This section gives details of the roles and responsibilities within our centre:  ***Head of Centre: Principal***   * *Our Head of Centre will be responsible for approving our policy for determining teacher assessed grades.* * *Our Head of Centre has overall responsibility for Notre Dame Catholic Sixth Form College as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.* * *Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.* * *Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.* * *Our Head of Centre will confirm that students have been taught sufficient content to form the basis for a grade.*   ***Senior Leadership Team and Heads of Department***  *Our Senior Leadership Team and Heads of Departments will:*   * *provide training and support to our staff.* * *support the Head of Centre in the quality assurance of the final teacher assessed grades.* * *ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects, NQTs and teachers less familiar with assessment as appropriate.* * *be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.* * *ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.* * *ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications, Ofqual and Relevant Awarding bodies.* * *ensure teachers have the information required to make accurate and fair judgments.* * *ensure that a Head of Department Checklist is completed for each qualification that they are submitting.* * *Ensure a Head of Department Assessment Record is completed for each qualification that they are submitting.* * *Ensure a Head of Department have evidence to demonstrate how judgements were arrived to from the evidence, through minutes of standardization meetings, and evidence of use of advice and guidance from JCQ, Ofqual and relevant awarding bodies.*   ***Teachers / SENCo***  *Our teachers and SENCo will:*   * *ensure they conduct assessments under our centre’s appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.* * *ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.* * *make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance****.*** * *produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.* * *securely store and be able to retrieve sufficient evidence to justify their decisions.*   ***Examinations Officer***  *Our Examinations Officer will:*   * *be responsible for the administration of our final teacher assessed grades and for managing the post-results services.* |

## **Training, support and guidance**

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

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| **Training** |
| * *All staff involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.* * *All staff determining teacher assessed grades will receive training on how to achieve objectivity in setting assessments, marking student work and decision making for teacher assessed grades.* * *Appropriate training will be provided to guide teachers to ensure they are confident in the authenticity of student evidence and how to deal with cases where the evidence is not thought to be authentic.* * *Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.* |

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| **Support for Newly Qualified Teachers and teachers less familiar with assessment** |
| * *We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.* * *We will put in place additional internal reviews of teacher assessed grades for NQTs and teachers less familiar with assessment as appropriate.* |

## **Use of appropriate evidence**

This section of our Centre Policy indicates how our centre will give due regard to the section in the *JCQ guidance on the determination of grades for A/AS levels and GCSEs Summer 2021* entitled: *Guidance on grading for teachers*. This section will also be supported by Ofqual’s guidance: *Information for centres about making objective judgements* andOfqual’s*: guidance on recommended evidence, Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021* and any relevant exam board guidance.

The Head of Centre will ensure that students have the opportunity to show the full breadth of their knowledge and understanding in each subject based on what they have been taught. The centre will aim for the grades to represent a holistic, objective judgement based on evidence of each student’s performance in each subject. Evidence will be used consistently across the class or cohort wherever possible. The evidence can be of different types and can come from across the course of study. This guidance will support the consideration of the different factors that need to be accounted for when making a judgement about the grade.

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| 1. **Use of evidence** |
| This section gives details in relation to our use of evidence.   * *Teachers will have reviewed the grade descriptors and exemplification materials provided by awarding organisations to support their grading of students.* * *Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.* * *Teachers will follow the centres agreed internal standardisation process.* * *Teachers will only consider evidence where they have confidence in the authenticity of it being the students own work.* * *Either submission of inauthentic evidence or knowlingly acceptance of inauthentic evidence will be deemed as malpractice and the centre will follow the JCQ guidelines for reporting malpractice.* * *Teachers will use a range of evidence, potentially collected over the course of study, to make a holistic judgement of each student’s performance on a range of evidence relating to the qualification’s specification content, to make judgements based upon the appropriate assessment of content that has been taught.* * *Teachers will not make judgements based upon evidence of content which has not been taught.* * *Evidence will aim to demonstrate the centre has as far as is possible assessed a students ability across a reasonable range of subject content, reflecting, where possible, all assessment objectives, as set out in qualification specifications.* * *Evidence will be considered for each student on whether it is sufficient to support the judgement being made.* * *Where needed, additional evidence may be needed, using the range outlined below.* * *The centre will aim for a consistent use of evidence across each subject area.* * *The centre will follow the JCQ guidance for providing access arrangements and making reasonable adjustments for disabled students.* * *Where a student has missed a section of teaching due to a valid reason such as bereavement or long-term illness, or the access arrangements were not in place for a particular assessment, the centre will either use the evidence when assigning a grade on the basis that is it the most appropriate evidence available and to disregard it would disadvantage the student* ***or*** *use alternative evidence to replace assessments that are not appropriately representative of individual students performance. In these cases the rationale for the final decision will be recorded and retained by the centre.* * *Each student will be made aware of the evidence that is going to be used and understand that the range of evidence used to determine a grade is not negotiable.* * *We will ensure that candidate evidence used to determine teacher assessed grades and associated documentation is retained safely by the centre, across a variety of tasks, and made available for the purposes of external quality assurance and appeals.* * *We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.* * *We may use non-exam assessment work (often referred to as NEA or coursework), even if this has not been fully completed.* * *We may use student 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).* * *We may use internal tests taken by pupils.* * *We may use mock exams taken over the course of study.* * *We will use records of a student’s capability and performance over the course of study in performance-based subjects - drama and PE.* * *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 the range of evidence that there is of student performance, potentially collected over the course of study, to make a holistic judgement of each student’s performance on a range of evidence relating to the qualification’s specification content that they have been taught, to arrive 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 student’s own, especially where that work was not completed within the school or college.* * *We will consider the limitations of assessing a student’s performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.* * *We will consider the specification and assessment objective coverage of the assessment.* * *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.* * *In some limited circumstances, where other evidence is not available or possible to create, an oral assessment may be an appropriate form of evidence. This form of assessment may be needed, for example, where a candidate has little available evidence, is unable to attend an assessment in person and it is not possible to arrange a remote written assessment. If this is used, the assessment will be recorded so that it can be referred to later during internal and external quality assurance and, where necessary, the centre review and appeals process. The focus of the assessment will be to assess the student’s knowledge and skills as required by the specification.* |

## Determining teacher assessed grades

*This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.*

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| **Awarding teacher assessed grades based on evidence** |
| We give details here of our centre’s approach to awarding teacher assessed grades*.*   * *Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.* * *Teachers will use a balance of evidence, potentially collected over the course of study, to make a holistic judgement of each student’s performance relating to the qualification’s specification content, to make judgements based upon the appropriate assessment of content that has been taught* * *Teachers will not make judgements based upon evidence of content which has not been taught.* * *Professional experience and judgement will be applied at every stage of the process.* * *Evidence will be used consistently across the class or cohort wherever possible. The evidence can be of different types and can come from across the course of study.* * *No single piece of evidence will necessarily be more important than another, as a range of evidence is being used.* * *Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias and discrimination.* * *Teachers will consider the quality of the work in relation to the awarding bodies assessment materials as well as the grade descriptors and grading exemplification available to reach a final grade.* * *Teachers will not base decisions on a students’ potential for any part of this process* * *Teachers will not base decisions based on either a predicted trajectory or target grade.* * *Teachers will have used for their support, where appropriate, the JCQ supporting document: ‘Worked examples to assist teachers making grading decisions.’*   *Our teachers will contribute to an Assessment Record for each subject cohort which will be collated by their Head of Department. Any necessary variations for individual students will also be shared and recorded.*  *Teachers will reflect on their judgements using the Ofqual guidance: ‘Information for centres about making objective judgements in relation to awarding qualifications in 2021.’*  *Teachers will not make grading decisions in isolation. Once grades have been assigned the centre will follow its internal quality assurance process to ensure that standards are appropriate prior to sign-off by the Head of Centre.*  *Special consideration requests will not apply in the usual way this summer because students will not be taking their exams. Please see section below: Access Arrangements and Special Consideration.* |

## 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

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| **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.* * *Teachers will share with students and parents’ information about the range of evidence considered in grading decisions but will not disclose final teacher assessed grades to students or parents before results are issued.* * *All students will have to sign a Student Authentication Form confirming they know which pieces of work will be used as evidence to inform their overall grade; all work produced/submitted is their own work; they have had the opportunity to raise any concerns about the evidence being used and where applicable, they have received the appropriate access arrangements, reasonable adjustments.* * *Teachers will use a balance of evidence, potentially collected over the course of study, to make a holistic judgement of each student’s performance relating to the qualification’s specification content, to make judgements based upon the appropriate assessment of content that has been taught. The choice of evidence will be made using professional experience and judgement. The choice of evidence must be approved by both the Head of Department and/or a member of SLT.* * *Teachers will not make judgements based upon evidence of content which has not been taught.* * *Evidence will be used consistently across the class or cohort wherever possible. The evidence can be of different types and can come from across the course of study.* * *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.* * *We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:* * *- Arriving at teacher assessed grades* * *- Marking of evidence* * *- Reaching a holistic grading decision* * *- Applying the use of grading support and documentation* * *We will conduct internal standardisation across all grades.* * *We will ensure that the JCQ ‘Head of Department Assessment Record’, will be collated by the Head of Department for each qualification.* * *The Assessment Record will be signed by both the teacher and the Head of Department that there has not been any conflict of interest in accordance with the guidance provided by exam boards.* * *The Assessment Record will be signed-off by both the teacher and the Head of Department and collated by the Deputy Principal.* * *Any necessary variations for individual students and rationale for final grade decisions will be recorded and retained by the centre.* * *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 submitting a TAG (Teacher Assessed Grade), then the output of this activity will be reviewed by an appropriate member of staff within the centre.* * *All internal standardisation meeting records will be retained by the centre.* * *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.* * *The centre will follow JCQ – a Guide to the special consideration process, where appropriate.* * *As a final part of the centres internal quality assurance process, the centre will use appropriately the data on historical student and centre performance to support the internal quality assurance process for assigning grades.* * *Grading judgements will not be driven by historical data on student and centre performance.* * *The Deputy Principal will conduct a proportionate number of random sample quality checks which will be recorded and retained by the centre.* * *The TAGs will be uploaded to the centres internal student tracking system – Cedar, by the Heads of Department and passed to the Head of Centre for sign-off.* * *The centre will record and document all cases of malpractice and maladministration in accordance with the JCQ guidance.* * *All internal quality assurance documentation will be retained and made available to awarding organisations upon request.* |

## Comparison of teacher assessed grades to results for previous cohorts

Data on historical student and centre performance, when used appropriately can help support the internal quality assurance process for assigning grades. The purpose of reviewing data on past performance is **not** to attempt to determine a student or a centre’s outcomes this summer, but as one source of evidence from examination series which operated as normal, that can inform teachers’ professional judgement on the level of attainment achieved by their students.

The centre will therefore, consider the profile of its results in previous years **in which June exams have taken place (2017-2019),** as outlined in Ofqual’s *Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021.* The centre will use this to undertake a high-level check once grades have been assigned to students, to ensure that they have applied a consistent standard in their assessment of the 2021 cohort compared to previous years in which June exams took place.

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| **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.   * *The centre will at all times use the evidence of students work to form the basis for each students grade, regardless of historical data and performance.* * *We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019), where the centre is confident that a consistent national standard was applied.* * *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.* * *The centre will not use the June 2020 series for benchmarking purposes, as the last consistent set of national standards was set in 2019.* * *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 form part of the final internal quality assurance process and will be recorded and retained by the centre.* |
| *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.* * *The annual change in GCSE point score* |

## Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

The centre follows: JCQ *– Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments 2020-2021*

And

JCQ *- A Guide to the Special Consideration Process, with effect from 1st September 2020*

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| **Access arrangements and reasonable adjustments (special consideration)** |
| This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).   * *The centre has followed the JCQ and exam board process for submitting applications for exam access arrangements and reasonable adjustments as if exams were taking place summer 2021 up to and including 31st March 2021.* * *The centre will ensure that any applications for access arrangements and reasonable adjustments submitted after the 31st March 2021 meets the published criteria for access arrangements and reasonable adjustments.* * *The Equality Act 2010\* requires* ***an awarding body*** *to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at* ***a substantial disadvantage*** *in comparison to someone who is not disabled.* * *The centre will follow the published JCQ Guide to the Special consideration Process.* * *Teachers and Heads of Department will confirm whether the approved access arrangements/reasonable adjustment was in place for assessments which will be used to determine the students TAG.* * *The centre will make every effort to ensure that students’ approved access arrangements and/or reasonable adjustments are put in place for any assessments used to determine teacher assessed grades.* * *All students will have to sign a Student Authentication Form confirming they know which pieces of work will be used as evidence to inform their overall grade; all work produced/submitted is their own work; they have had the opportunity to raise any concerns about the evidence being used and where applicable, they have received the appropriate access arrangements/reasonable adjustment.* * *Students will be reminded to raise any mitigating circumstances as far as possible in advance of the assessment and definitely prior to submission of the teacher assessed grade.* * *Special consideration must be applied for at the time of the assessment.* * *Special consideration cannot be applied due to lost teaching and learning.* * *Where a teacher believes a student has experienced adverse circumstances at the time of the assessment, and special consideration needs to be applied, following JCQ guidelines, this must be supported by both the Head of Department and a member of SLT. All decisions will be recorded and retained by the centre.* * *Where illness or other personal circumstances might have affected performance in assessments used in determining a student’s standard of performance, the centre will take account of this when making judgements.* * *Where possible, under special consideration, the teacher will select an alternative piece of work completed by the student when the student was unaffected by adverse circumstances. Any alternative piece of work will form part of the range of evidence and should broadly reflect the level of performance the student has demonstrated through the assessment evidence.* * *Where there is a need to select an alternative piece of work, the student will be informed.* * *Where the teacher is unable to use an alternative piece of work then the teacher will base their holistic judgement on the available evidence. The rationale and decision will be recorded and retained by the centre.* * *Each student will be made aware of the evidence that is going to be used and understand that the range of evidence used to determine a grade is not negotiable.* * *Any necessary variations for individual students and rationale for final grade decisions will be recorded and retained by the centre.* |

## Addressing disruption/differential lost learning (DLL)

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| 1. **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.* * *Teachers will record where a student has faced additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers.* * *Teachers will aim to use assessment evidence which should broadly reflect the level of performance the student has demonstrated through the assessment evidence.* * *Teachers may need to use alternative pieces of work* * *Where the teacher is unable to use an alternative piece of work then the teacher will base their holistic judgement on the available evidence. The rationale and decision will be recorded and retained by the centre.* * *Each student will be made aware of the evidence that is going to be used and understand that the range of evidence used to determine a grade is not negotiable.* * *Any necessary variations for individual students and rationale for final grade decisions will be recorded and retained by the centre.* |

## Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions. This section has used Ofqual - *Information for centres about making objective judgements – in relation to awarding qualifications in 2021.*

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| **Objectivity** |
| *This section gives a summary of the arrangements in place within our centre in relation to objectivity.*   * *All staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.* * *Each teacher assessed grade or outcome will be a holistic professional judgement, balancing different sources of evidence.* * *Judgements will be based on records and evidence that demonstrate a student’s performance in relation to the subject content that they have been taught.* * *The centre will provide training to staff that other factors as described in the ‘Ofqual Guidance Information for centres about making objective judgements - In relation to awarding qualifications in 2021’, should not affect the judgement.* * *The centre will provide training on unconscious effects of objectivity.* * *The centre will follow its internal quality assurance process to assure itself that it has maximised objectivity and avoided bias in the judgements that it has made.*   *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.* |

## 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.

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| 1. **Recording Decisions and Retention of Evidence and Data** |
| This section outlines our approach to recording decisions and retaining evidence and data.   * *We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.* * *We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student’s demonstrated knowledge, understanding and skills in the areas of content taught.* * *We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.* * *We will comply with our obligations regarding data protection legislation.* * *We will ensure that the grades accurately reflect the evidence submitted.* * *We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).* |

## Authenticating evidence

The centre will follow the JCQ *Suspected Malpractice: Policies and Procedures*

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| 1. **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 Student Authentication Form, Assessment Record and the centre internal quality assurance process, 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.* * *The centre will deliver training to staff regarding authenticating evidence.* * *Either submission of inauthentic evidence or knowlingly acceptance of inauthentic evidence will be deemed as malpractice and the centre will follow the JCQ guidelines for reporting malpractice.* * *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

The centre will follow the JCQ *Suspected Malpractice: Policies and Procedures*

### 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.

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| 1. **Confidentiality** |
| *This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.*   * *All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.* * *All teaching staff have been briefed on the requirement to share details of the range of evidence on which students’ grades will be based, while ensuring that details of the final grades remain confidential.* * *Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.* |

### Malpractice

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

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| 1. **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 exam policies 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*](https://www.jcq.org.uk/exams-office/malpractice/jcq-suspected-malpractice-policies-and-procedures-2019-2020) *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.

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| 1. **Conflicts of Interest** |
| *This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.*   * *The Assessment Record will be signed by both the teacher and the Head of Department that there has not been any conflict of interest in accordance with the guidance provided by exam boards.* * *A staff declaration form will be signed by each member of staff, that there has not been any conflict of interest in accordance with the guidance provided by exam boards.*   *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.*](https://www.jcq.org.uk/wp-content/uploads/2020/09/Gen_regs_approved_centres_20-21_FINAL.pdf) * *We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.* |

## Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades. The centre will follow the JCQ *Interim Guidance for Centres Accepting Private Candidate Entries for GCSE, AS and A level qualifications in Summer 2021*

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| 1. **Private Candidates** |
| *This section details our approach to providing and quality assuring grades to Private Candidates.*   * *Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates.* * *Where it has been necessary to utilise different approaches, the* ***JCQ Guidance on Private Candidates*** *has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation.* * *In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.* * *Where appropriate, the centre will speak with the private candidate to gain an understanding of how the private candidate has been studying, what evidence they may have already generated, and how much of the specification content they have covered in their studies. This will enable us to identify what types of assessment might be most appropriate for the student, whether pre-existing evidence is available and whether any reasonable adjustments or access arrangements are required.* * *We will consider our obligations under the Equality Act 2010 when providing reasonable adjustments for private candidates.* * *The centre will only accept a private candidate entry for a subject it does not teach, if appropriate and adequate evidence is provided and verified by a third-party specialist provider.* * *Where we, the centre offers the subject, then internal supervised assessments will be offered to the private candidate.* * *If the candidate is unable to sit the assessment at the centre, remote supervision will be used via TEAMs.* * *The centre will accept the following pre-existing evidence:* * *- Records of Centre assessments (CAPs) taken in the College when the candidate was on roll as a student.* * *- Evidence from assessments which have been set, supervised and/or marked by a third party which the centre believes to be authentic. The centre will only accept this evidence if it is submitted to the centre directly by that third party, along with a supporting statement confirming:*   *• the conditions under which the assessments were taken.*  *• whether any reasonable adjustments, access arrangements or special consideration were applied.*  *• that the third party is not aware of any potential conflicts of interest, for example that there is no personal or family relationship between the student and tutor.*  *• that the third party will cooperate with the awarding organisation if needed, for example, during the appeals process.*   * *- Assessment taken in College using exam board materials* * *- Assessment taken at home using exam board materials under remote supervision via TEAMS.* * *Where unsupervised work is submitted, this evidence will not be accepted without one or more of the above pieces of evidence* * *The centre, if needed will offer a student to sit an additional assessment to help support the centre’s judgement on awarding a grade.* * *The centre will not submit a Teacher Assessed Grade where there is not sufficient evidence.* * *Professional experience and judgement will be applied at every stage of the process.* * *Each student will be made aware of the evidence that is going to be used and understand that the range of evidence used to determine a grade is not negotiable.* * *Any private candidate assessment will be included within the centre’s internal Quality Assurance procedure but will be excluded from the wider Quality Assurance procedure and will be excluded from any application of historical data or previous centre performance data.* * *Appeals for private candidates will follow the same process as for other candidates.* |

## 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.

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| 1. **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.

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| 1. **Results** |
| *This section details our approach to the issue of results to students and the provision of advice and guidance.*   * *All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.* * *Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.* * *Arrangements will be in place for the provision of all necessary advice, guidance and support, including student and careers support, to students on receipt of their results.* * *Such guidance will include advice on the appeals process in place in 2021 (see below).* * *Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.* * *Parents/guardians have been made aware of arrangements for results days.* |

## Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements as outlined in JCQ *Guidance on the determination of grades for A/AS Levels and GCSEs for Summer 2021.*

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| 1. **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.* * *Students have been given access to all appropriate JCQ, Ofqual and awarding body information to support the necessary stages of appeal.* * *Students will have received access to this Centre Policy prior to Results Day.* * *Information and guidance on appeals will be included in Results Day communication.* * *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*. |