

Centre Policy: All Saints Multi Academy Trust

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021



JCQ
CIC

Centre Policy for determining teacher assessed grades in Summer 2021

'Evidence informed grades' should be based on a holistic judgement of each student's performance based on a range of evidence relating to the qualification's specification content that they have been taught (either in the classroom or via remote learning) provided they are confident that it reflects the student's own work. Evidence of a student's performance from any point during the course of study can be used. In the first instance, we will focus on the assessment marks and the relative performance of students. Assessment marks will first be used to place students into a rank order which will then be used to inform the allocation of grades towards the end of the process.

When deciding on an 'evidenced informed grade' for each student, it is important that we consider the following points:

- standard at which each student has performed over the course of study
- any judgement made is based only on the content that has been taught
- evidence could include work which has already been completed during the course as well as that which will be completed in the weeks and months to come
- It is important that the judgements are objective and based on the evidence produced by a student
- centres should seek to make it no easier or harder for a student to achieve a particular grade this year compared to previous years
- centres should consider the grades for this year's cohort compared to cohorts from previous years when exams have taken place

Types of evidence that could be considered

- Student work produced in response to assessment materials provided by the exam board, including groups of questions, past papers or similar materials such as practice or sample papers.
- Non-exam assessment (NEA) work (often referred to as controlled assessment), even if this has not been fully completed.
- Student work produced in centre-devised tasks that reflect the specification, that follow the same format as exam board materials and have been marked in a way that reflects exam board mark schemes. This can include substantial class or homework (including those that took place during remote learning), internal tests taken by pupils and mock exams taken over the course of study.
- Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.
- Records of each student's progress and performance over the course of study

As well as ensuring that all students are provided with a fair and valid grade that is reflective of their performance, we must also ensure that all students have covered sufficient content to progress on the next stage of education.

Completing this document should help you to evaluate the breadth and depth of content coverage and the strength of assessment evidence within the subjects that you line manage. This will be form part of the evidence used to justify the allocation of an 'evidence informed grade'.

Teacher Assessed Grades - Implementation Plan:

In order to facilitate this process and maximise time this is the outline for the ongoing training, implementation and review process. This following section outlines the implementation process within the Academy of St. Nicholas and All Saints Sixth Form College.

1. Implementation Process: The 8 Stages of Implementation

This is a our staged approach to the implementation and formulation of Teacher Assessed Grades to ensure they are representative, accurate and unbiased. This process will be recorded and documented within a Qualification Handbook.

Stage	Name	Details:
1	Curriculum Coverage Analysis	<p>In this section we will consolidate the curriculum delivery to date. This review should consider the content, assessment objectives or teaching strands covered. Consideration should be given to the time and method of delivery. It is vital that when reviewing curriculum delivery, we consider the impact of both periods of remote learning.</p> <p>The content delivery and method will dictate the content of assessment as we shall only assess on what has been taught to ensure that no student is disadvantaged during this process.</p>
2	Current Evidence Review	<p>This is a review of the initial evidence base. It is important that we objectively reflect on this data source. We will consider elements such as curriculum and assessment objectives coverage, student preparation, standardisation and these two initial activities will inform curriculum and assessment planning moving forward.</p> <p>A detailed proforma is provided to ensure accuracy and parity across subjects.</p>
3	Curriculum and Assessment Plan	<p>Building on the information elicited from stage one and two we must now formulate a plan for any final curriculum delivery and consolidation. This needs to be a succinct curriculum assessment plan to be shared with staff, students and parents.</p> <p>Again, a template is provided to outline the delivery schedule for curriculum and assessment. Any additional intervention, student activities or requests should be noted with specific dates.</p> <p>At this point an initial Quality assurance meeting will take place with subject leaders, SLT and the head of centre to ensure accuracy and robustness of the review process and plans for moving forward to ensure they are fit for purpose.</p> <p>All evidence that will be considered will be supplemented by appropriate access arrangements were required.</p>

4	Creation of SIMs Assessment Records	<p>In order to centralise all data for the assessment records a proforma will be provided. This will ensure an accurate and robust evidence base that can be updated as we progress through the remainder of the academic year. This will also allow heads of Department the opportunity to track and monitor more robustly.</p> <p>Subject areas will also compose a comprehensive narrative to explain curriculum coverage, assessment content and methodology to ensure there is clarity in the communication of how we will arrive at the final teacher Assessed grades for each subject area.</p>
5	Formal Examination Series	<p>There will be an opportunity to undertake formal examinations if required by subject areas. This will be timetabled and shared with students and staff. This will take place under formal conditions and adhere to formal examination conditions.</p>
6	Data Entry, Ranking & Grade Allocations	<p>Within Stage 6 all data entry will be completed. This will allow for the ranking of students across cohorts before any allocations of grades. The combination of all evidence and discussions will allow for the entry of final holistic subject grade.</p> <p>Prior to this departments will have undertaken a range of quality assurance measures to ensure accuracy of assessment decisions. Wherever possible subject areas should cross mark to minimise the impact of bias.</p> <p>At this point consideration should be given to students who require amendments to the assessment evidence due to personal circumstances again to ensure that no one is disadvantaged in this process.</p>
7	Data Analysis & Quality Assurance	<p>Heads of Subject will review data they are provided on the basis of the areas such as:</p> <ul style="list-style-type: none"> • Overall Outcomes: They will consider if outcomes are in line with expectations and are they representative of the student cohort? • Comparison with historical data: How do these outcomes compare with historical data? Are there any particular trends evident? • Grade Distribution: Are the grades distributed as expected? What is the % of U grades. Are students accessing the higher more aspirational grades? • Analysis of KPI's: Please use Sirsa to review the Key performance indicators looking at specific subgroups. Please pay particular attention to those with additional needs. • Concerns/Key Students: Please comment on any concerns or key students in order to review student level queries. <p>This will be recorded and reviewed in a Quality Assurance meeting with SLT and the Head of Centre.</p>

8	Signing off and grade submissions	The head of subject and the head of Centre are required to confirm that the grades are a true representation of student performance. This must be verified by another member of staff who has an insight into the TAGs process for that subject area. A declaration must be completed for each qualification.
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2. Timeline: This is an overview of the key dates and timelines for all final curriculum delivery, assessments, standardisation, data entry, quality assurance and review.

No:	Dates	TT Week	Step	Tasks	Key dates
1	08/03/2021	1	1 2	Curriculum Coverage Analysis AP1/Current Evidence Review	12th March
2	15/03/2021	2	3	Curriculum and Assessment Plan C&A Plans - review meetings	16th March 17th - 19th March
3	22/03/2021	1	4	Assessment Models/SIMs	26th March
4	29/03/2021	Easter Break			
5	05/04/2021				
6	12/04/2021	2		MK to share exam Timetable	12th April
7	19/04/2021	1			
8	26/04/2021	2			
9	03/05/2021	1			
10	10/05/2021	2	5	Internal exam series	
11	17/05/2021	1	5		
12	24/05/2021	2	6	Data entry, ranking & grade allocation	27th May
13	31/05/2021	Summer Half Term			
14	07/06/2021	1	7	Data analysis Quality assurance - review meetings	MK to collate 7th June 8th - 11th June
15	14/06/2021	2	8	Signing off meetings MW to complete all Submissions	14th & 15th of June 16th & 17th June

Centre Policy for determining teacher assessed grades – summer 2021:

The Academy of St. Nicholas & All Saints Sixth Form College

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

Statement of Intent

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

The purpose of this policy is:

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

Roles and responsibilities

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

Roles and Responsibilities

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

Head of Centre

- Our Head of Centre, Jeniffer Sing, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the Academy as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments 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 departments and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure 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.

Subject Teachers/ Heads of Department / SENCo

Our subject teachers, Heads of Department and SENCo will:

- ensure that they have planned assessments based on a comprehensive analysis of curriculum delivery and coverage and taken into consideration face-to-face learning and remote learning. They will also review previous assessment evidence (pre-March 2021)
- 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.

Training

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

- Teachers will receive guidance and support on this policy
- Heads of subject will liaise with teachers to complete a comprehensive analysis of curriculum delivery and coverage and taken into consideration face-to-face learning and remote learning. They will also review previous assessment evidence (pre-March 2021)
- Subject leaders will be supported in the development of a curriculum and assessment plan prior to the submission of grades
- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations. Wednesday 14th April

Support for Newly Qualified Teachers and teachers less familiar with assessment

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

- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate

Use of appropriate evidence

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

A. Use of evidence

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

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed (except for GCSE Geography and Computer Science following advice from those exam boards)
- We will 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 will use internal tests taken by pupils.
- We will 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 such as Music and PE.

We provide further detail in the following areas:

Additional Assessment Materials

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence. However, we will not discount previous evidence in favour of a higher standard, we will use it to support a holistic judgement.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that has not been taught.

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 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.

Determining teacher assessed grades

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

Awarding teacher assessed grades based on evidence

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

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- The Heads of Department will produce an assessment record for all teachers to complete and this will be recorded centrally on SIMs to allow internal standardisation.
- Any necessary variations for individual students will also be shared with Heads of Department and there will be a separate review of this evidence base so that the standards can be verified.

Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- 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 employ a process of internal standardisation. This will involve relevant staff marking the same papers to be reviewed in the first instance by in-house examiners or experienced markers. This will provide an immediate indication if marking is within tolerance and any areas of discrepancy.
- We will also undertake external verification exercises to ensure accuracy and robustness of internal assessment decisions and standardisation processes.
- In order to minimise bias formal assessments, we will blind-mark a series of assessments whereby students are allocated numbers. Outcomes from these assessments will be compared to other assessments, at a student level, to review any discrepancies or unintentional bias.
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- In most cases, we will be conducting ranking exercises on grades to ensure accuracy across the full cohorts.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre and supported by external validation in that subject area. This will be organised by Martin Kealey (KS4) and Jacqui Lawson (KS5)
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of teacher assessed grades to results for previous cohorts

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

Comparison of Teacher Assessed Grades to results for previous cohorts

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

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

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

- We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

- We will omit subjects that we no longer offer from the historical data.

Access Arrangements and Special Considerations

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

Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

Addressing disruption/differential lost learning (DLL)

B. Addressing Disruption/Differentiated Lost Learning (DLL)

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

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- Heads of subject will liaise with teachers to complete a comprehensive analysis of curriculum delivery and coverage and taken into consideration face-to-face learning and remote learning. They will also review previous assessment evidence (pre-March 2021). From this, appropriate assessments will be put in place to ensure fairness for all.

Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Centre will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias); and
- bias in teacher assessed grades by ensuring that, wherever possible, teachers cross mark students' work.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data

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

C. Recording Decisions and Retention of Evidence and Data

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

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

Authenticating evidence

D. Authenticating evidence

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

- Robust mechanisms, which will include Exam Pro Papers (papers which are not publicly available), 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.
- For Vocational Qualifications, staff will be alert to plagiarism and non-personal responses and will report this immediately to the Head of Department/Head of Centre.
- 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 students aware of the range of evidence on which those grades will be based.

A. Confidentiality

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

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

Malpractice

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

B. Malpractice

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

- Our general centre policies regarding malpractice and conflicts of interest has been reviewed to ensure it addresses the specific challenges of delivery in Summer 2021.
- All staff involved have been made aware of these policies and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;

- failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
- failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest

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

C. Conflicts of Interest

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

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

External Quality Assurance

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

Results

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021 including the issuing of A/AS and GCSE results in the same week (A-Level is Tuesday 10th August and GCSE is Thursday 12th August).
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.

- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/carers 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 have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of 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.