



Ormiston Park Academy

Ormiston Park Academy
Teacher Assessed Grading Centre Policy

FOR A/AS LEVELS AND 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. It is anticipated that you may choose to adopt this pre-populated template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, centres must understand and actively implement the centre policy adopted, although this template is provided for information and does not constitute legal advice.

Your policy must take 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: ORMISTON PARK ACADEMY

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 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, Mr M. Roessler, 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

Our Senior Leadership Team:

- *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, through CPD and centre policies.*
- *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.*
- *Implement a Centre Policy for Standardisation, Marking and Moderation for Teacher Assessed Grades, for subject leaders to plan effective standardisation, prior to their teams blind marking, sampling and moderating student assessments for teacher assessed grades evidence.*
- *coordinate link-teacher support for all subject leaders, and subjects with a single teacher, to ensure a consistent approach across all subjects and mitigate for potential conflict of interest.*
- *investigate and follow up any suspected malpractice and maladministration, in-line with the Centre Policy for Examinations and Assessments, and the JCQ document Suspected Malpractice Policies & Procedures.*

Subject Leaders

Our Subject leaders will

- *ensure their teams 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 assigned 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.*
- *map any assessments, being implemented for evidence, against the assessment outcomes in the specification for their subject.*
- *plan and implement standardisation for the teachers marking and awarding grades for their subject, in-line with the Centre Policy for Standardisation, Marking and Moderation (SMM) for Teacher Assessed Grades 2021, completing and submitting a SMM plan pre-standardisation.*
- *take account of and mitigate for objectivity, conflicts of interest and unconscious bias, through leading effective standardisation, blind marking and moderation (supporting document: JCQ – Maintaining Objectivity. April 2021).*
- *ensure the effective moderation of marking has taken place within their subject area, in-line with the Centre Policy for SMM, and maintain records of marking and moderation as part of the internal quality assurance process.*
- *securely store and be able to retrieve sufficient evidence to justify their decisions.*
- *provide training and support to staff in their subject areas, including standardisation, marking and moderation CPD and additional support for ITTs, NQTs, unqualified teachers and any teachers that complete standardisation outside of the confidence levels stated in the subject SMM plan.*
- *support the Head of Centre in the quality assurance of the final teacher assessed grades.*
- *ensure an effective approach within and across their subject area and authenticating the preliminary outcome from single teacher subjects.*
- *subject leaders of courses submitting teacher assessed grades for non-exam assessments (NEAs) must ensure authenticity of their students' work (supporting document: JCQ Plagiarism in Assessments).*
- *subject leaders of courses submitting teacher assessed grades for non-exam assessments (NEAs) must take part in internal verification, sampling and moderation (supporting document: Centre guidance on Internal Verification of NEA for teacher assessed grades).*
- *be responsible for ensuring staff in their subject area have a clear understanding of the internal and external quality assurance processes and their role within it.*
- *ensure that all teachers within their subject area make consistent judgements about student evidence in deriving a grade.*

- ensure all staff in their subject area conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure confidentiality is upheld by all members of their department.
- ensure that a Head of Subject Checklist is completed for each qualification that they are submitting, and sign the Head of Subject Declaration.
- notify the senior leadership team of any concerns relating to suspected malpractice and maladministration (supporting document: JCQ Suspected Malpractice Policies & Procedures 1 September 2020 – 31 August 2021).

Class Teachers

Our class teachers 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 of their students.
- complete blind marking of all assessments implemented to provide evidence for teacher assessed grades.
- ensure that the teacher assessed grade assigned to each of their students 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.
- securely store and be able to retrieve sufficient evidence to justify their decisions.
- complete CPD for teacher assessed grades delivered by the senior leadership team and subject leaders, including standardisation, marking and moderation meetings.

Director of Special Educational Needs & Disabilities (SEND)

Our Director of SEND will:

- be responsible for coordinating access arrangements for students with SEND in any assessments planned with the purpose of providing evidence for teacher assessed grades.
- be responsible for quality assuring the completion of special considerations and access arrangements documentation with subject area assessment records.

Examinations Officer

Our Examinations Officer will:

- be responsible for exam and unit entries for GCSE and vocational courses.
- be responsible for coordinating access arrangements for students without SEND in any assessments planned with the purpose of providing evidence for teacher assessed grades.
- be responsible for the invigilation and application of controlled conditions for assessments implemented with the purpose of providing evidence for teacher assessed grades.
- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.
- be responsible for secure storage of the students' evidence on receipt from Subject leaders.
- be responsible for quality assuring the completion of special considerations and access arrangements documentation with subject area assessment records.

- *be responsible for electronic storage of exam board, JCQ and Ofqual updates in relation to the TAGs process.*
- *be responsible to electronic storage of all centre-specific TAG-related documentation.*

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 involved in determining grades in our centre will attend all 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.*
- *Subject leaders will attend all centre-based training for the quality assurance, standardisation, marking and moderation processes to ensure consistency and fairness to all students.*
- *Subject leaders will attend any exam-board subject specific training that is provided in relation to determining teacher assessed grades for their subject areas.*
- *Subject leaders will provide additional support to ITTs, NQTs and unqualified teachers, and any teachers who do not complete standardisation within the specific levels of confidence stated in the subject standardisation, marking and moderation plans, within their teams to ensure consistency in the approach applied for their subject.*

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, including additional support with standardisation and marking.*
- *ITTs, NQTs, unqualified teachers, and teachers who do not complete the standardisation within the stated confidence levels, will not be permitted to moderate for their subject.*

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.*
- *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 internal tests taken by pupils.*
- *We will use mock exams taken over the course of study.*
- *We will use evidence with medium to high levels of control.*
- *We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama 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.*
- *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 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.*
- *Where possible, in order to authenticate the work as the student's own, NEA completion has been facilitated onsite, under teaching staff supervision.*
- *We will predominantly use assessment evidence which has been invigilated or facilitated in exam conditions, with a high level of control.*
- *We will not use 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, mapping our evidence items against the assessment objectives being met/assessed.*
- *We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.*
- *Subjects with two tiers of entry, will use different evidence items for each tier in-line with the awarding body specification.*

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.*
- *Our subject leaders will produce an Assessment Record for each subject cohort and will share this with the senior leadership team. Any necessary variations for individual students will also be shared, and quality assured by the Examinations officer and Director of SEND.*

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 areas:

- *We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.*
- *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*
 - *Sampling and moderation of evidence*
 - *Internal verification of non-exam assessments*
 - *Applying the use of grading support and documentation*
- *We will conduct internal standardisation across all grades and subject areas.*
- *We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.*
- *Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).*
- *Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre (all single teacher subjects have been allocated a link member of staff to support with their internal standardisation, marking and moderation).*
- *All subjects will ensure a minimum of 10% sample is taken blindly and at random, or a minimum of five papers (whichever is greater dependant on the size of the cohort).*
- *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.*
- *Our subject leaders will utilise the quality assurance processes implemented by our MAT to ensure we apply a consistent approach to our TAG process.*
- *Evidence, which has been planned and implemented for the purpose of use in determining teacher assessed grades will be marked blindly to mitigate for unconscious bias.*

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, 2018 and 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 bring together other data sources that will help to quality assure the grades we intend to award in 2021.*
- *We will utilise the quality assurance processes implemented by our MAT to ensure we apply a consistent approach to our historic data.*

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).

- *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](#)*
- *The document listed will be used to determine any instances for special considerations.*
- *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 when supported by evidence (e.g. provided by a medical practitioner) from the parent/carer of the student.*
- *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, and provide the supporting medical evidence.*
- *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.*
- *In-line with the JCQ Guidance on teacher assessed grades 2021, we will ensure all students receiving access arrangements have discussed these with the Exams Officer or Director of SEND, and the details of their arrangements have been discussed with their parents/carers.*
- *Students in receipt of access arrangements will sign a declaration to confirm which arrangements have been put in place for their assessments used for evidence in determining teacher assessed grades.*

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.
- Subject leaders have identified all areas of their specifications which have been taught onsite, remotely or not been taught, prior to identifying suitable content for assessment evidence.

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, Subject Leaders 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.*

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.*
- *All assessments planned and implemented to provide evidence for teacher assessed grades will be marked and moderated blindly.*
- *All staff will read the Ofqual Guidance: Information for centres about making objective judgements <R:\YEAR 11 2020-21\JCQ Files\Heads of Subject - JCQ Files Objectivity> and the JCQ Guidance on Maintaining Objectivity <https://www.jcq.org.uk/maintaining-objectivity/>*

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 Subject leaders 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:*
 - *Use of high control evidence for determining TAGs, performed with invigilation*
 - *Onsite NEA completion only (students have not been permitted to access or work on their NEA assignments outside of the academy)*
 - *Students' NEA work is saved to a secure folder in the staff drive*
 - *Authentication declarations signed by students*
 - *Authentication declarations signed by class teachers for NEAs*
- *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 all NEAs, all student work has been completed onsite, to ensure that students cannot receive inappropriate levels of support.*
- *Students sign a declaration for all NEA work to confirm that the work submitted is that of only their own.*
- *Class teachers who have invigilated while students completed their NEA work will sign a declaration to confirm that no inappropriate support was given.*
- *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 [R:\YEAR 11 2020-21\JCQ Files\Heads of Subject - JCQ Files – Plagiarism in Assessments](#), to support these determinations of authenticity.*
- *Any incidences of suspected malpractice will be reported to the senior leadership team to investigate and followed up in accordance with the document: [R:\YEAR 11 2020-21\JCQ Files\Heads of Subject - JCQ Files – Malpractice](#)*

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/carers.*

Malpractice

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

B. Malpractice

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

- *Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.*
- *All staff involved have been made aware of these policies, and have received training in them as necessary.*
- *All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:*
 - *breaches of internal security;*
 - *deception;*
 - *improper assistance to students;*
 - *failure to appropriately authenticate a student's work;*
 - *over direction of students in preparation for common assessments;*

- *allegations that centres submit grades not supported by evidence that they know to be inaccurate;*
 - *centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;*
 - *failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and*
 - *failure to keep appropriate records of decisions made and teacher assessed grades.*
- *The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.*

Conflicts of Interest

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

C. Conflicts of Interest

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

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

Private candidates

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

A. 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.*

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.*
- *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 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.

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.*
- *Leaners 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.*